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ABSTRACT

ONTERIS is a computerized information retrieval system in education located in Canada. This volume contains resumes of the first 626 documents collected and indexed for the system. It covers all research produced up to 1976 by the research units of the eight boards of education in Metropolitan Toronto and other research funded by the Ontario Ministry of Education. Each resume provides bibliographical data, descriptors, availability information, an abstract or annotation, cross references where applicable, and information regarding the source of the document. Computer searches of the ONTERIS Data Base are available through the Educational Information System for Ontario (EISO). (Author/AMH)

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# ONTERIS ABSTRACTS

Volume 1 (revised)

**BARBARA BEARDSLEY**, Principal Investigator
**GREG CABLE**
**ILZE COCKBURN**

This research project
was funded under contract
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FL 010 065

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**FINAL REPORT (MINISTRY)** **ON00001**

France, Norman

**Attainment in the Ontario Elementary Schools of Region Nine (South-East) : PROFILE : A Survey of Individual Differences amongst Pupils and Their Teachers.**

-- Kingston /Queen's University/, 1972. -- 43 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grades 2-8/. /Elementary school/s
/Test/s: PROFILE

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To validate and refine PROFILE, an instrument for testing academic achievement of grades 2-8 students in /spelling/, /reading skill/s and /reading comprehension/, /number/ /skill/s, and /mathematical/ /reasoning/.

*Sample:*
Grades 2-8 students of a selected sample of elementary schools in Eastern Ontario Region (/Region 9/), with the exception of Frontenac County Board. Data collected in March 1972.

*Methodology.*
PROFILE tests administered to students by their classroom teachers; results scored, converted to stanine scores, and graphed by computer. Results compared by /rural/ and /urban/ schools, /sex difference/s, older and younger /age/ students in same grade. Ontario results compared with results of PROFILE testing of /grades 3-7/ students of elementary schools in /Saskatchewan/. /Item analysis/ to refine tests. Graphs.

*Findings:*
1. Overall achievement of South-East Ontario students was significantly lower than of Saskatchewan students.
2. Achievement in both /verbal/ and mathematical reasoning was lower in rural than urban schools, both in South-East Ontario and Saskatchewan.
3. Within each grade, older students generally achieved 1 to 2 points of stanine score lower than students one year younger.
4. Proportion of older students in a grade increased with increase in grade level both in South-East Ontario and Saskatchewan.
5. Superiority of achievement of females over males was greatest in verbal and number skills. /Female/s were stronger in verbal reasoning /male/s in mathematical reasoning.

*Conclusions:*
1. PROFILE is a valid and reliable instrument for measuring academic achievement.
2. Implementation of a PROFILE testing programme would aid classroom teachers in assessing both students' and their own performance and provide trustees and administrators with a basis for assessing educational policy.

*Special Features*
/Bibliography/ pp 42-43

*Tests Used in Research but not Included in Document:*
/PROFILE/

Contracting Institution Queen's University

Availability MF not available at time of printing, HC available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00002

Avital, Shmuel

-- **Construction and Application of a Course in Mathematics for Kindergarten and Primary School Consultants and Teachers Geared to the Possibility of Introducing Mathematical Activities into Classrooms.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Measurement and Evaluation, 1972. -- 141 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Primary grade/s
/Teaching/ /unit/s.

## ABSTRACT

*Type of Study:*
Action research; Pilot

*Purpose:*
To develop curricular units in mathematics appropriate to the /kindergarten/ level but suitable to higher grades as well.

*Sample:*
42 self-selected kindergarten /teacher/s and /consultant/s from /Toronto/, /Kitchener/ and /London/. Data collected from January to June 1972.

*Methodology:*
Teachers and consultants introduced to basic concepts and four specific units of the kindergarten mathematics program in a number of workshops. Teachers wrote evaluative reports on workshops and implementation of units in their classrooms. Some /classroom/ /observation/ to evaluate implementation of the units.

*Findings:*
1. Teachers were enthusiastic in attendance of workshops and comments on the program.
2. Observations verified attempts to introduce the units in the classroom.

*Special Features:*
Four mathematics units with methodological remarks.

Contracting Institution Ontario Institute for Studies in Education

Availability MF not available at time of printing ; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00003**

Crawford, Douglas H.; Burnett, J.D.; Tappay, A.R.; Tennant, J.F.; Joyce, Carol

**-- An Exploratory Study of Mathematics Learning by Means of Film, TV and Computer, January 1 - June 30 1972.**

-- Kingston /Queen's University/, Faculty of Education, 1972. -- 146 p. in various pagings. (Ministry of Education. Grants in Aid of Educational Research.).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s
/Teaching/. Use of /computer/s, /film/s, and /ETV/ -- Study regions: Kingston -- Study examples: Grades 6-8

## ABSTRACT

*Type of Study:*

Experimental

*Purpose:*

To gain experience in using film, TV and computers in teaching mathematics; to develop programs for mastering basic /mathematical concept/s; and to investigate ways of using /OECA/ programs more effectively.

*Sample:*

32 /grade 6/ students and 32 /grade 8/ /student/s at /Kingscourt P.S./, Kingston. Data collected during April and May 1972.

*Methodology:*

Grade 6 students divided into four equal groups; all pretested on /grouping/ concept in mathematics; first group had no further instruction, second shown /filmstrip/, third /computer assisted instruction/ (CAI), and fourth both filmstrip and CAI; all given posttest. Same procedure for grade 8 students using simulation and an OECA broadcast on TV instead of filmstrip. From school records, scores on mathematics and /problem solving/ of Canadian Tests of Basic Skills. Graphs; /analysis of variance/.

*Findings:*

1. The grade 6 students having both the filmstrip and CAI had significantly lower posttest scores than the control group and the group having just the film; the group having just CAI had significantly lower scores than the group with just film.
2. The grade 8 students receiving both CAI and the /television/ program had significantly higher posttest scores than the other three groups.

*Conclusions:*

1. Although experience was gained in using film, TV and CAI, no reliable conclusions can be drawn from either of the two experiments.
2. The comparative results of the two experiments suggest that the grade 6 students were overloaded with both test and learning experiences over too short a period of time.

*Special Features:*

1. /Bibliography/, p. 54
2. Bibliography on CAI - 11 items

*Tests Included in Document:*

Self-made tests on /Attitudes Toward Mathematics/ and mathematical concepts.

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s

Contracting Institution: Queen's University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00004**

Herold, Edward S.; Kopf, Kathryn S.; DeCarlo, Maria

-- **Family Life Education in the Secondary Schools of Wellington County : Student Perspectives.**

-- Guelph /University of Guelph/, 1972 -- 56 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FAMILY LIFE EDUCATION/. /Curriculum/ subjects. /Secondary school/s. /Wellington County/ /Evaluation/ by /student/s -- Study examples: /Centre Wellington District H.S./ and /Guelph C.V.I./

## ABSTRACT

*Type of Study*

Descriptive

*Sample:*

90 /grade 10/ students (40 /female/s, 50 /male/s) and 89 /grade 12/ and /grade 13/ students (49 females, 40 males) at Guelph C V I and Centre Wellington District H.S. in Wellington County. Data collected during March 1972.

*Methodology*

Two secondary schools were chosen from different localities to provide /urban/-/rural/ contrast. Questionnaire was administered to students to collect data on their home life, opinions about and /attitude/s towards the /family life/ education program being offered at school, and preferences for suggested topics listed under major categories. Tables.

*Findings:*

1. Females had received more family life education than males, especially in the area of dating. Twice as many females as males had received instruction in the categories of /marriage/ and /alternative/ /life style/s.
2. All of the topics presented in the questionnaire were accepted by 95% or more of the students as ones which should be taught in school.
3. Many topics were desired at earlier grade levels, especially those in the /sex education/ and dating areas. Most students felt that the marriage and alternative life cycles categories should be taught at the senior grade levels.
4. The topics least taught to students were /homosexuality/, /widowhood/, and remaining /single/.
5. By the end of grade 10, 43% of students had received instruction in the topic of relationship and communications between /parent/s and children, while 74% of them wished to study it.

*Conclusions:*

Most students (95% of the females and 84% of the males) wanted more family life education to be taught in the schools; about 75% of the students favoured mixed rather than /segregated/ /class/es.

*Tests Included in Document:*

Self-made /questionnaire/

Contracting Institution University of Guelph

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00005

Handscombe, Richard; Fine, Jonathan; Adlersparre, Christine; Martin, James

**-- Five to Nine : Aspects of Function and Structure in the Spoken Language of Elementary School Children.**

-- Downsview : /York University/; Willowdale : /North York Board of Education/, 1972. -- 65 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SPOKEN LANGUAGE/. /K-grade 4/ /student/s. /Elementary school/s
Influence of /family life/ and /second language/ -- Study regions: /North York/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine the /oral/ /language/ and some of the influences on oral language of students from 5 to 9 years of age in North York schools.

*Sample:*
106 students from 13 K-grade 4 classes in North York schools. Data collected January-June 1972.

*Methodology:*
Teachers used tape recorders to record language used by students in three different classroom situations: (a) monologue by student; (b) dialogue with another student; (c) dialogue with class teacher and two students.

*Findings:*
1. Grade 4 students used more 'what' and 'why' information seeking questions in their dialogues than did kindergarten students; the latter used more inverted questions.
2. Students exposed to a second language other than English at home seemed to be more voluble in dialogues than partners who had been exposed to only English at home.
3. Most students from homes where family life was unstable exhibited poor language usage, both structually and functionally; they, rather than those from homes where a language other than English was spoken, had the greatest problems with language.
4. Students who were exposed to more /mature/ language at home (e.g., only child, or child with older /sibling/s) used complex grammatical structures in the teacher dialogues more frequently than other students.
5. Different speaking situations placed different demands on the language user, e.g., dialogues were usually rapid interchanges in which there was little opportunity to use long sentences.

*Conclusions:*
1. Students from broken homes may be expected to have serious language difficulties.
2. Each student speaks several varieties of English, each for a different purpose or in a different situation.

*Special Features:*
1. /Bibliography/ -- 8 items
2. Samples of dialogues and /case studies/

*Tests Included in Document:*
Self-made /questionnaire/

Contracting Institution: York University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00006

Marchi, Ezio; Miguel, Osvaldo

**-- On the Structure of the Teaching-Learning Interactive Process.**

-- Toronto : /University of Toronto/, Dept. of Mathematics, 1972. -- 38 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/GAME THEORY/
  Applications in student-teacher /relationship/
  Applications in /teaching/ -- /Mathematical model/s

## ANNOTATION

The report presents a theoretical application of the principles of game theory to the process of /student-teacher/ /interaction/, and deals with the /cognitive/ domain of a set of courses presented simultaneously in a given period of time. The first section inroduces a knowledge graph, based on the 'givens' of a knowledge set and its prerequisite relation. A tree of decisions for a general teacher in a general course is then developed and its connection with the 'ways' of teaching is explained. A global decision tree is then constructed to take into account the possible /choice/s of all student and teacher players, thus allowing the calculation of the equilibrium point, or permissible optimal joint sequence of choices for all players, independent of particular payoff functions. The algorithm arising from the proof offered for the existence of the equilibrium point allows the use of the results for practical applications. Included is an 8-item /bibliography/.

Contracting Institution: University of Toronto

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00007**

Ryan, Doris W.

**-- Individualized System : Administration and Leadership.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- v, 106 p. ( -- /H.S.1 studies/) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CREDIT SYSTEM/ (Circular /H.S.1/). /Secondary school/s. /Ontario/
  Implementation
  Effects on /administration/
  Effects on /student-teacher/ /relationship/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine the major constraints and supporting factors in implementation of the credit system (Circular H.S.1) and changes, if any, in student-teacher relationships in representative secondary schools in Ontario.

*Sample:*
Random sample of 1,250 /student/s, 106 /teacher/s, 15 /principal/s, and 91 /parent/s from 15 secondary schools (12 /English speaking/, 2 /bilingual/, 1 /French speaking/) from 13 boards of education of eight Ministerial regions, Ontario. Data collected from February to May 1972.

*Methodology:*
Intensive interviews of all 15 principals; shorter interviews of teachers, parents and 98 students. Questionnaire filled out by 1,152 students. Tables.

*Findings:*
1. Freedom of individual students to pursue their interests and goals was the advantage of the credit system most agreed upon by principals, teachers and students.
2. Students' lack of /maturity/ in making decisions was the disadvantage most agreed upon by teachers and principals.
3. In general, principals did not feel major changes in /decision making/ process, /curriculum/, and /inservice/ /education/ of staff were needed to implement credit system.
4. /School/ /size/, available /facilities/, competencies of teachers and students, and time fo /planning/ were major factors affecting implementation of credit system.
5. All but one principal stated that more administrative responsibilities are being allocated to others; most felt they were serving a new /guidance/ function with students.
6. Majority of principals and teachers thought that relationships between teachers and students were changing; most principals stated that /discipline/ problems were decreasing.

*Conclusions:*
Secondary schools are just now approaching real change in terms of changed relationships between teachers and students in the classrooms, requiring new /teaching/ /skill/s and orientations of individual teachers.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s included in Final Report

*Notes:*
Final report to Ministry titled: Administration and Leadership in the Revised Secondary School. -- 1973. -- 371 p. in 2 v.

Related Records: ON00063; ON00012; ON00023; ON00033; ON00062

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $3.85 from Government Bookstore and OISE Publication Sales

FINAL REPORT (MINISTRY) ON00008

MacKinnon, G.E.; Willows, Dale M.

**-- Attention and Reading : Final Report.**

-- Waterloo : /University of Waterloo/, Dept. of Psychology, 1973. -- 49 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING SKILL/S. /Student/s. /Elementary school/s
/Attention/ to meaning. Effects on /reading achievement/
Attention to meaning compared with attention to mechanics -- Study regions: /Waterloo County/

## ABSTRACT

*Type of Study:*
Experimental; Longitudinal

*Purpose:*
To determine differences in the /reading process/ of good and poor readers; to determine to what extent subjects focussed their attention on mechanics or meanings and to relate this to their /reading ability/.

*Sample:*
Various samples of students at elementary schools, Waterloo County.

*Methodology:*
Samples are subsamples of students used in an earlier study which was a 2 x 2 matched-subjects design with /age/ and /intelligence/ as the matching variables. Tests administered in separate experiments were /selective reading/, /mirror reading/, Gray Oral Reading Tests, OISE Achievement Tests in Silent Reading, Cloze Procedure, and Koler's Transformed Text. Statistical data analyzed to determine poor and good readers and to correlate reading ability and /content reading/.

*Findings:*
Poor readers seemed to focus most of their attention on the mechanics of reading, e.g. examining and /decoding/, while good readers gave more attention to the meaning of the passage.

*Conclusions:*
It is not always wise to correct students when they misread words; rather, it should be decided if the substitutions are appropriate. If so, students are focusing on reading and are on the road to becoming proficient readers.

*Tests Used in Research but not Included in Document:*
/Gray Oral Reading Test/s; /OISE Achievement Tests in Sil/ent Reading; /Cloze Procedure/; /Koler's Transformed Text/

*Notes:*
Articles prepared for publication from data of report 'Reading Between the Lines : Selective Attention in Good and Poor Readers.'

Contracting Institution: University of Waterloo

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00009**

Stott, Denis Herbert

-- **Basic Program and Specified Projects Carried out at the Centre for Educational Disabilities, University of Guelph.**

-- Guelph : /University of Guelph/, Centre for Educational Disabilities, 1973. -- 70, 6, 19 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/UNDERACHIEVER/S. /Student/s. /Secondary school/s
  /Curriculum/ subjects: arithmetic and /composition/. /Remedial/ /teaching/. Use of /group/ /activities/
/LEARNING DISABILITIES/. /Kindergarten/ students
  /Screening/. Use of Child's Learning Behaviour
  related to /motor/ /development/
UNDERACHIEVERS. Kindergarten students
  /Learning/ /characteristic/s. Improvement. Use of /Flying Start Learning-to-Learn/ Kit

ABSTRACT

*Type of Study:*
Descriptive; Pilot

*Purpose:*
1. To study the determinants and conditions of educational disabilities in young students and to develop means of preventing and remedying them.
2. To develop instructional units based on group activity /discovery/ methods to remedy educational underachievement in the middle and senior grades and test these experimental materials in pilot studies.

*Sample:*
Various samples of kindergarten students and secondary school students. Data collected during 1972.

*Methodology:*
With younger students, the pilot study concentrated on /behaviour/ /problem/s and motor disabilities; with older students it focussed on remedial teaching of /basic skill/s. Questionnaire administered to teachers. Tables.

*Findings:*
1. /Teaching method/s and materials were improved as a result of experiments, but revised methods required further testing and expansion. Types of materials tested for kindergarten students included Guide to Child's Learning Behaviour, Flying Start Learning-to-Learn Materials.
2. Attempt to link motor disabilities and other behaviour problems through statistical data failed, although researchers felt confident a link would be shown if proper measuring instruments were devised.
3. Remedial materials in middle and senior grades were at an early stage. Pattern of /English/ was developed as an aid to teaching English sentence structure, and manuals were produced for group activity methods of teaching basic /arithmetic/ skills.

*Special Features:*
Description of a /community//health/ project studying health of children, prenatally and from birth to five years, with the aim of detecting children who ran a high risk of behaviour disturbance.

*Tests Included in Document:*
The /Child's Learning Behaviour/

Contracting Institution: University of Guelph

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00010**

Valeriote, I. Mary

**-- Chemistry in High School and First Year University Courses.**

-- Ottawa : /Carleton University/, Dept. of Chemistry, 1973. -- 25 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CHEMISTRY/. /Curriculum/ subjects. /Grade 13/. /Ontario/
  related to first year university chemistry course
  /Evaluation/ by grade 13 /student/s, grade 13 chemistry /teacher/s and university teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*

1. To obtain from teachers of grade 13 chemistry and from teachers of first year university chemistry courses information concerning some of the areas involved in curriculum revision.
2. To examine the grade 13 chemistry course from the students' point of view.

*Sample:*
20 chemistry teachers in Ontario universities; 87 grade 13 chemistry teachers (35 from the /Ottawa/ area and 52 randomly selected from the rest of Ontario); approximately 800 grade 13 students in Ontario secondary schools. Data collected December 1972-May 1973.

*Methodology:*
Two surveys conducted. (1) Questionnaire distributed to all Departments of Chemistry in Ontario universities and to sample of grade 13 chemistry teachers in Ontario secondary schools to gather information concerning the Ontario grade 13 chemistry curriculum in relation to a first year university chemistry course. (2) Questionnaire distributed to sample of Ontario grade 13 students to determine their assessment of their chemistry course. Assessment compared with actual student performance on test questions included in questionnaire. Tables.

*Findings:*

1. 61% of all teachers felt some revision of the grade 13 chemistry course was necessary; 36% of university teachers (compared to 7% of high school teachers) felt much revision was required.
2. 86% of all teachers favoured a common assessment examination for students entering first year chemistry in Ontario universities.
3. Many respondents agreed that several topics (theoretical and experimental) in the present curriculum should be eliminated or modified because they were too difficult for the average student or because the course was too long or covered too many topics in too little depth.
4. There was a high degree of correlation between teacher and student opinion concerning topics that were too difficult for students to grasp.
5. Student replies to questionnaire were fairly reliable when compared with their scores for the test questions.

*Conclusions:*
There is considerable support for the development of a new course to include integration of theory and experiment, conceptual research, /curriculum development/s taking place elsewhere, and learning-teaching methods designed to meet individual needs.

*Tests Included in Document:*
Self-made /questionnaire/s for teachers and students

Contracting Institution: Carleton University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00011**

Mulcahy, Gloria A.; Reitz, Willard E.; Guthwin, Judith Gail

-- **Cognitive Self-Modeling, Conventional Group Counselling and Change in Interpersonal and Communication Skills.**

-- London /University of Western Ontario/, 1973. -- 76 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/COGNITIVE/ SELF MODELING. /Student/s. /Grades 10-13/

compared with /group/ /counselling/. Applications in improvement of /communication/ /skill/s and /interpersonal competence/ -- Study regions: /London/

## ABSTRACT

*Type of Study:*

Comparative; Experimental

*Purpose:*

To compare the effect of cognitive self-modeling and conventional group counselling on interpersonal and communications skills.

*Sample:*

97 student /volunteer/s (36 /male/s, 61 /female/s) from grades 10-13 from six public /secondary school/s in London; 30 matched non-volunteers. Data collected during 1972.

*Methodology:*

Self-Disclosure Questionnaire administered to compare volunteer and non-volunteer sample. Cognitive self-modeling, conventional group counselling, and control groups were tested in the following design: pretest, posttest after 6 weeks, follow-up I after 7 weeks and follow-up II after a year. Instruments administered: personality inventory, self-disclosure questionnaire; trait rating; and behaviour rating questionnaire. Teachers and peer group also filled out trait rating, and behaviour rating questionnaires. Tables; statistical analysis; grouping by sex.

*Findings:*

1. Cognitive self-modeling group made greater gains in communication skills than conventional group, counselling group or control group, but all groups progressed over time.
2. External observers, i.e., teachers and peers, did not perceive change reported by subjects.

*Conclusions:*

Cognitive self-modeling is a more potent short term treatment than conventional group counselling which may be best suited for a treatment period longer than 6 weeks.

*Special Features:*

Appendix C: Mulcahy, Gloria A. -- '/Sex Difference/s in Patterns of Self-Disclosure Among Adolescents : A Developmental Perspective.' -- Journal of Youth and Adolescence, 2(no. 4,1973).

*Tests Used in Research but not Included in Document:*

/Self-Disclosure Questionnaire/; self-made /questionnaire/s

Contracting Institution: University of Western Ontario

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00012

D'Oyley, Vincent R.; McLean, Leslie D.; Gailitis, M.; Deacon, C.; Ahlawat, K.

**-- Comparative Study of Post-Secondary Achievements and Attitudes of Students from Traditional and Credit System High Schools.**

-- Toronto : Ontario Institute for Studies in Education, 1973. -- 148 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/GRADUATE/S. /Secondary school/s with /credit system/ (Circular /H.S.1)/. /Ontario/.
/Achievement/s and /attitude/s compared with those of graduates of secondary schools with /grade system/

## ABSTRACT

*Type of Study:*
**Comparative**

*Sample:*
Various samples drawn from a population defined to include all students graduated in 1970, 1971 or 1973, with /4-year/ or /5-year/ diploma from 12 Ontario secondary schools, 6 using credit system and 6 traditional, who had spent at least three years at the particular school. Data collected during 1972-73.

*Methodology:*
Six schools on credit system were matched with six traditional schools on the basis of /school size/, /socioeconomic/ and /ethnic/ /background/, nature of /program/. Telephone survey of 750 graduates provided information on their formal /postsecondary/ studies. Attitude scale questionnaire sent to 750 surveyed by telephone; slightly more than half returned. Data collected on number of /dropout/s from each school during each school year from 1967-68 to 1971-72. /Cost/ study comparing both types of schools. Tables; means; standard deviations, alpha reliability.

*Findings:*
1. 80.5% of graduates from traditional, and 83.7% of graduates from credit system schools went on to some form of postsecondary education. 54.4% from credit system schools and 47.3% from traditional schools went on to university. However, at time of survey only slightly more graduates from credit system schools than traditional schools were still in university and relatively fewer credit system graduates than traditional school graduates were still involved in some form of schooling.
2. On attitude scale considering humanistic benefits, critical thinking etc., no significant difference was found between credit systemand traditional graduates.
3. Dropout rates were higher in credit system schools. Increase was especially marked just shortly after credit system was introduced; however, a trend toward increasing dropout rate is present in both groups of schools.
4. Cost study produced no conclusive results.

*Conclusions:*
1. Although credit system students were more likely to drop out from secondary schools than those from traditional schools, those who did graduate were more likely to pursue postsecondary studies.
2. Influence of credit system on attitudes of students was difficult to measure because these are influenced by many other factors besides the organizational nature of one's schooling.
3. Cost study showed that identification of relevant benefits and costs would be more useful than a simple computation of costs.

*Special Features.*
1. /Bibliography/ on credit system - 14 items
2 Bibliography on cost benefit - 16 items

*Tests Included in Document:*
Self-made /questionnaire/ and attitude scale

Contracting Institution /Ontario Institute for Studies/ in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00013**

Grapko, Michael F.

-- **Comparison of Open Space and Traditional Classroom Structures According to Independence Measures In Children, Teachers' Awareness of Children's Personality Variables and Children's Academic Progress.**

-- Toronto : /University of Toronto/,/Institute of Child Study/, 1973. -- 31, 6 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/OPEN PLAN/ SCHOOLS

Open plan /elementary school/s. /Grades 4-6/. /Student/s. /Academic achievement/ and /independence/ compared with that of students in /traditional plan/ schools

Open plan elementary schools. Grades 4-6. /Teacher/s. Relationships with students compared with /student-teacher/ /relationship/ in traditional plan schools -- Study regions: /Meaford/

## ABSTRACT

*Type of Study:*

Comparative

*Sample:*

All grades 4-7 students (n = 277) in a traditional plan elementary school and all grades 4-6 students (n = 244) in an open plan /junior school/ in Meaford, Ontario. Data collected in January and June 1971.

*Methodology:*

Institute of Child Study Security Test, Elementary Form, administered to all students and pupil rating scales filled out by all classroom teachers in January and again in June. Canadian Tests of Basic Skills (vocabulary, reading comprehension, mathematics comprehension, and problem solving) scores of grade 6 students only; intelligence measures of all students based on Dominion Test of Learning Capacity. Correlation of Security Test and rating scale; comparison of January and June data; means tested for significance.

*Findings:*

1. With the exception of grade 4 students in open space, who started from a low base line in January and made significant improvements by June, no students showed significant gains in independence.
2. Grades 4 and 6 students in traditional plan classrooms showed significantly more independence in January than students in open plan classrooms; the difference was true only for grade 6 in June.
3. Teacher awareness scores were slightly higher for teachers in open plan than those in traditional plan classrooms in January; the difference was increased by June.
4. Achievement scores, compared for grade 6 students only, showed no significant differences between means in /vocabulary/ and /mathematical concept/s, but significantly higher means in /reading comprehension/ and /mathematics/ /problem solving/ for students in traditional plan.
5. /IQ/ scores accounted for more of the variance in academic achievement for students in open plan classrooms.

*Conclusions*

1. Findings do not support belief that students in open plan develop more independence and self-confidence.
2. Greater perception of students by teachers in open plan might be related to more informal teaching style.
3. Open plan classrooms might be more suitable for students with higher IQ's.

*Special Features*

1. /Bibliography/, pp. 30-31
2. /Literature review/, pp. 2-6

Related Records: ON00096

Contracting Institution: University of Toronto.

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00014**

Dilling, Harold John; Sprumont, Barbara L.

-- **A Comparison of Secondary School Students with Similarly Oriented Collegiate Students in Terms of Their Employability and Other Characteristics.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 153 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Secondary school/s and /vocational school/s. /Scarborough/
/Employability/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*

1. 638 students graduating from secondary schools (SS) 1965-1972 with a 2-year or 3-year certificate; 619 student /dropout/s 1965-1972 from technical or commercial programs in collegiates (C) after completing 2-3 years; 161 students graduating from vocational schools (VS) from 1968 on. First 2 groups matched for IQ.
2. 406 students in first 3 years at SS and 430 students in first 3 years at C as of September 1972. Randomly selected.

*Methodology:*
Students interviewed by phone or mail on employment history. Types of jobs classified into categories by U.S. Department of Labor's /Dictionary of Occupational Title/s. Results tabulated by /sex/, /program/, type of school, year leaving school; responses matched with /economic conditions/ each year. Students in second sample polled to determine whether SS students differed in dimensions other than /intelligence/ from C students. Topics included /personal/ appearance, /family/ and /socioeconomic/ /background/, /first language/ and /second language/, /academic/ /aspiration/s. /Chi square test/s of significant difference; tables; percentages.

*Findings:*

1. About 85% of SS /graduate/s, 88% of VS graduates and 92% of C dropouts got jobs right after leaving school.
2. 41% of SS graduates and 50% of VS graduates worked first in jobs related to their /specialization/. At time of interview only 27% of both groups were still working in specialty.
3. VS graduates took longer than others to find employment and stayed the shortest time of all 3 groups of students.
4. Students in second sample differed in many ways. For example, SS students were more polarized in appraisal of their /physical/ /characteristic/s, more involved in /athletic/ activity, less interested in doing well in public school and received less home support for academic efforts. SS came from larger and less affluent families than C, and had more problems if they spoke a foreign language.

*Conclusions:*

1. There appears to be an employer bias in favour of C dropouts over SS and VS graduates.
2. There is a need to determine whether /skill/s taught in SS and VS are sufficiently related to job requirements.
3. Students may need to develop skills further after some job experience.
4. School assistance in finding employment may be useful to a large number of students and should be extended.
5. C and SS differ so much that samples may not be truly matched; comparisons of job achievement should be viewed accordingly.

*Special Features:*

1. /Bibliography/ -- 9 items
2. Appendices containing tables of results

*Tests Included in Document:*
Self-made /questionnaire/, p. 90

Contracting Institution: Scarborough Board of Education

Availability: MF - $1.50; HC - $5.00 from the Scarborough Board of Education, 140 Borough Drive, Scarborough, Ontario, M1P 4N6

**PROCESSED REPORT** **ON00015**

Dilling, Harold John; Tran, Chau Thi

**-- A Comparison of Teacher-Pupil Verbal Interaction in Open-Plan and Closed Classrooms.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 60 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/TEACHER/S. /Elementary school/s

/Verbal/ /communication/ with /student/s. Effects of /open plan/ /classroom/s compared with /traditional plan/ classrooms related to /grade level/s and /program/s -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To study verbal /interaction/ in relation to architecture, program, and level of instruction.

*Sample:*

From original sample of 335 teachers from 29 Scarborough schools, sample reduced to 124 teachers in open plan classrooms, and 88 in enclosed classrooms. From these, a final sample of 68 teachers was randomly selected and divided by openness of program and level of instruction (primary, junior and intermediate). Data collected 1972-73.

*Methodology:*

School program openness assessed by Dimensions of Schooling (DISC) Questionnaire. Teachers interviewed to explain purpose of observation and to obtain information on class size, expected activities, and seating. Two trained /observer/s, using Flanders Interaction Analysis, coded 40 minutes of observation of each teacher during social studies periods. Three way analysis of variance on each of 17 interaction variables; tables; means; t tests.

*Findings:*

1. /Grade 1/ teachers reported that many items on DISC were not applicable to their classrooms.
2. Teachers in open areas emphasized subject content more and tended to talk more than teachers in enclosed areas.
3. Teacher talk was less in open programs than in closed programs.
4. Significant findings came from a comparison of the different levels of teaching: (a) the amount of teacher talk increased with the level of instruction, especially from junior to intermediate; (b) teachers adopted a more indirect approach at the primary than at the junior or intermediate levels; (c) more emphasis was placed on subject content at the intermediate than at other levels; (d) the amount of student talk after teacher talk was greater at the primary level; (e) the least continuous teacher talk occurred at the primary level.
5. No differences in student-teacher interaction with other combinations of 3 factors.

*Conclusions:*

1. Open education corresponds best with the style of education in the primary division.
2. Educational decision makers are advised to plan a teacher education program for improved student-teacher verbal interaction regardless of architectural setting.

*Special Features:*

1. /Bibliography/ -- 15 items
2. Computer analysis, pp. 32-60
3. /Literature review/, pp. 2-6

***Tests Included in Document:***

/Flanders Interaction Analysis/

***Tests Used in Research but not Included in Document:***

/Dimensions of Schooling/ Questionnaire, modified version

Availability: MF - $1.00; HC - $5.00 from Scarborough Board of Education, 140 Borough Drive, Scarborough, Ontario, M1P 4N6

**PROCESSED REPORT** **ON00016**

Feeney, James D.; Patnaik, D.

**-- A Cross-Sectional Analysis of the Development of Aural Facility in the French Language of English Speaking Children from Two Different Age-Level Groups.**

-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1973. -- 27 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Separate school/s. /Elementary school/s. /Metropolitan Toronto/ /Aural/ /facility/ of /English speaking/ /student/s

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To construct aural facility /test/s that can be used to evaluate existing French programs, and to compare two groups at different /age/ levels but with equivalent amounts of /oral/ French instruction.

*Sample:*

2,700 English speaking students at four levels: Level I - Primary I and Junior II; Level II - Primary II and Junior III; Level III - Primary III and Intermediate I, Level IV - Junior I and Intermediate II. Levels refer to number of years of French instruction. Phasing in of French instruction in the board allowed comparisons of groups with equal years of French instruction, but age differences of 4 years. Data collected April 1973-June 1973.

*Methodology:*

1 Instrument designed by committee of 10 elementary school French teachers, French coordinator, and research department. Tests developed in 4 packages, 1 for each level, and were recorded on audio tape to ensure accuracy and consistency of voice level and pronunciation. Response booklets developed. After each of two pilot runs, data analysed conventionally and by Rasch item analysis. Items refined and included according to (1) point biserial correlation coefficient, (2) percentage of correct scores, and (3) consensus opinion of committee.

2 Two parallel groups of students, differing in age by 4 years but with equivalent number of years of French instruction, given tests according to their level

3. As Rasch analysis demonstrated /ability/ scores in each age group to be almost identical, comparisons between age groups were done.

4 Test means for aural discrimination and /comprehension/ tests plotted graphically. Tables; standard deviations.

*Findings:*

1. 92% of items reliable and valid

2 For younger subsample, ability relative to age increases from grade 1 to 4 in aural discrimination but drops slightly in aural comprehension

3. For older sample, ability relative to age drops in both areas from grades 5-8

4 Relative to age, /grade 8/ students did better on both measures than /grade 4/s. However, rates of development suggest that, if both groups continue the younger may overtake the older

*Conclusions:*

1. Tests valid for English speaking students taking oral French instruction for sessions of no more than 30 minutes per day; tests would not be valid for those in immersion programs or in frequent contact with a French speaking community.

2. An English version of the test would help determine conceptual difficulty of the items.

*Special Features:*

/Bibliography/ -- 13 items

*Tests Used in Research but not Included in Document:*

Self-made instrument (available on request from Board's Research Dept.)

Contracting Institution: Metropolitan Separate School Board

Availability: MF - $0.50, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00017**

Logan, Bayne

**-- On Children's Mathematics.**

-- Ottawa : /University of Ottawa/ Press, 1975. -- 82 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s
  /Learning/. Effects of /maturation/
  /Teaching method/s: /discovery/ /method/ compared with /exposition/ -- Study regions: /Carleton County/ -- Study examples: /Grades 4-6/

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

1. To gauge the advantages of the discovery approach as opposed to the traditional expository method of teaching mathematics.
2. To study the effects of maturational processes in students' ability to acquire mathematical competence.
3. To determine the implications of these two considerations in curriculum development for elementary school children.

*Sample:*

39 randomly selected teachers of grades 4-6 (18 using discovery, 21 using expository method) at the Carleton Board of Education, and their students (n = 1,179).

*Methodology:*

Students divided into 92 groups for scoring purposes. Teaching methods classified according to a scheme by Wittrock. Sequential Tests of Educational Progress (S.T.E.P): mathematics, levels 4A-4B, and reading, levels 4A-4B; and Lorge-Thorndike Intelligence Tests administered to students, the latter two tests to control variables in intelligence and reading ability. Descriptive and inferential analysis of data; factor analysis; significant task difficulty index developed to check for maturational differences factors.

*Findings:*

1. Students taught by discovery approach showed significantly improved /comprehension/ of numeration and operation concepts and greater comprehension of the laws of computation, association and distribution. They also were more capable of developing personalized and flexible learning strategies.
2. No significant difference was found in the ability of the two groups to apply appropriate strategies in /problem solving/ situations of varying contextual complexity.
3. Children at widely differentiated stages of maturational development can come to grips with the same mathematical problem, but at a level of operational understanding consistent with their stage of intellectual functioning.

*Special Features:*

1. /Bibliography/, pp. 75-82
2. /Research review/, pp. 18-25

*Tests Used in Research but not Included in Document:*

/Sequential Tests of Education/al Progress: Mathematics, levels 4A and 4B; and Reading, levels 4A and 4B; /Lorge-Thorndike Intelligence/ Tests; self-made task difficulty index

*Notes:*

Final report to Ministry titled : Cross-sectional study of the relative effects of maturation and instructional procedures in the learning of mathematics at the junior grade levels. 1973. - - 69 p.

This document was translated into French by the staff at the Faculty of Education, University of Ottawa. French title: L'apprentissage des mathématique chez l'enfant.

Contracting Institution: University of Ottawa; Carleton Board of Education

Availability: MF - $1.00; HC - for sale in English or French at University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

PUBLISHED REPORT ON00018

Gill, Mohindra P.; Silverman, Harry

-- **Current Policies and Practices Concerning Programs for Emotionally Disturbed Children in the Ontario School System, 1972-73.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, and Dept. of Special Education, 1973.

-- 199 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/EMOTIONALLY DISTURBED/ /STUDENT/S. /Elementary school/s and /secondary school/s. /Ontario/ /Program/s, services and /teacher/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To study instructional programs and /supporting service/s for emotionally distrubed children.

*Sample:*

All directors, superintendents, supervisors of special education in Ontario. Of the 188 questionnaires sent out, 27 were incomplete, and 44 were not returned. Final n = 117.

*Methodology:*

Self-made questionnaires mailed out. Tables; statistical analysis.

*Findings:*

1. Services available for emotionally disturbed students were inadequate.
2. Teachers were not up-to-date on /methodology/ and administraton of programs for elementary school students with emotional problems.
3. A growing trend toward /teamwork/ and an /interdisciplinary/ approach in the diagnosis, placement, and treatment of emotionally disturbed students was noted.
4. There was a shortage of specialized support staff for consultation to provide a liaison between home and school.
5. Services for adolescents with emotional problems were also inadequate.

*Conclusions:*

1. Teachers need more support from consultants and administrators along with better inservice education, refresher courses, and retraining opportunities.
2. The involvement of volunteers, professionals, and paraprofessionals from various disciplines would help the staff shortage.

*Special Features:*

Bibliography: pp. 195-199

*Tests Included in Document:*

Self-made /questionnaire/

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - $5.25 from OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00019**

**Miezitis, Solveiga**

**-- Development of an In-Service Training Program to Help Teachers Decrease the Distractibility of Their Pupils.**
-- Toronto /Ontario Institute for Studies/ in Education, 1973. -- 80 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/BEHAVIOUR/ /PROBLEM/S. /Student/s. /Grade 1/
  /Distractibility/. Treatment by /teacher/s
/INSERVICE/ /EDUCATION/. Teachers. Grade 1
  Effects on student distractibility -- Study regions: /Scarborough/, /Toronto/ and /York Borough/

## ABSTRACT

***Type of Study:***
Action research

***Sample:***
16 volunteer grade 1 teachers and their students, 187 categorized as non-distractible and 7 as distractible, from Toronto, Scarborough and York Borough Boards of Education. Data collected from October 1972 to May 1973.

***Methodology:***
Inservice programs consisted of 15 two-hour /workshop/s and 3 visits by psychologists to observe student-teacher interaction in classroom and to consult with teacher. Distractibility and /reading achievement/ of students assessed by various instruments at beginning and end of program; students rated by teachers also. Tables; means; standard deviations; comparison for /sex difference/s.

***Findings:***
1. Distractibles were more impulsive, placed themselves farther from the teacher on Interpersonal Distance Scale, and scored lower on the reading test than non-distractibles.
2. More males were distractibles than females.
3. Teachers rated distractible students more negatively than non-distractible ones.
4. Over 80% of the distractible students showed improvement in academic performance and classroom behaviour after the program.

***Conclusions:***
1. Simple classroom interventions can be carried out by teacher with aid of consultant with no need for extensive clinical workshops, changes in curriculum, or extensive individual work with the student.
2. Program utilizes teachers' strengths and involves them as therapeutic agents.

***Special Features:***
/Bibliography/ -- 13 items

***Tests Used in Research but not Included in Document:***
/Wide Range Achievement Test/, /reading subtest/; /Children's Interpersonal Dista/nce Measure, /Matching Familiar Figures Test/

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00020**

Lue-Kim, H.

-- **Development of Modules for Individualized Learning in High School Biology.**

-- Guelph : /University of Guelph/, College of Biological Science, Dept. of Botany and Genetics, 1973. -- 5 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/BIOLOGY/. /Curriculum/ subjects. /Student/s. /Grade 13/
/Individualized/ /teaching/. Use of /module/s
/Teaching method/s: modular approach compared with traditional approach -- Study regions: /Guelph/ -- Study examples: /John F. Ross C.V.I./

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To develop modules on topics of grade 13 biology curriculum and compare effect of modular and traditional approaches on students' /academic achievement/.

*Sample:*
Grade 13 students of biology at John F. Ross C.V.I., Guelph; 74 in pretest group, 69 in group taught by modules, and 73 in control group. Data collected spring 1973.

*Methodology:*
Three modules prepared on topic 'Energy Transformation in Organisms.' All students given pretest, then divided into 2 groups: experimental group taught by modules and control group by traditional method. Posttest given to all. Table; graph.

*Findings:*
1. On pretest, only 3 students had a score of 60% or above, while on posttest 52 in experimental and 44 in control group reached that level.
2. For experimental group the range of scores on posttest was 33% to 93%, with a medium mark of 64% and class mean of 65.2%; for control group the range was 28% to 84%, with 60% as a medium and 63% as mean.

*Conclusions:*
1. Modular approach appears to be an effective alternative to traditional teaching methods.
2. In general, the modular approach to learning was favourably accepted by teachers and students.

Contracting Institution: University of Guelph

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00021**

Burnham, Brian; Mann, Margaret

**-- Differential Effects of Alternative Secondary School Environments.**

-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1973. -- iv, 77 p. ( -- Review studies, 1972-73. Report ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Secondary school/s

Effects of /open education/ and /traditional/ /education/. Comparison by /learning/ /characteristic/s

Learning characteristics related to open education and traditional education -- Study regions: /York County/ -- Study examples: /Aurora H.S./ and /Dr. G.W. Williams S.S./

## ABSTRACT

*Type of Study:*

Action research; Comparative

*Purpose:*

To compare the effects of a secondary school with a structured program and one tending toward open education on students of different learning styles.

*Sample:*

All (about 500) /grade 8/ students destined for either Dr. G.W. Williams Secondary School (WSS) or Aurora High School (AHS), York County Board of Education, in fall 1972. Data collected from spring 1972 to June 1973.

*Methodology:*

Conceptual level or learning style of all students assessed by David Hunt of OISE in spring 1972; students advised, but given free /choice/ of secondary schools: AHS with structured program and WSS tending to open education. Students in each school divided by conceptual level into 3 groups: (1) high need of structure, (2) less need of structure, and (3) suited to either setting. QUESTA administered to all students in September 1972 and standard achievement tests in October 1972. January 1973 examination /mark/s and /absenteeism/ data collected. Some /classroom/ /observation/ and /school/ observation. Tables; graphs; correlations; tests of significance.

*Findings:*

1. Conceptual level was directly related to academic ability.
2. On January examinations, 'mismatched' had higher marks than 'matched' at AHS; the reverse was true at WSS.
3. On entering school, students seemed to have the same level of expectations of and feelings toward both schools.

*Conclusions:*

Study was designed to last over several years; present findings are tentative and can serve as a base line for a longitudinal study.

*Special Features:*

1. /Bibliography/. pp. 63-64
2. Bibliography of Aurora Review Studies, pp. 61-62

*Tests Used in Research but not Included in Document:*

/Paragraph Completion Test/; /QUESTA/ I (Questionnaire for New Students); /Cooperative School and College/ Ability Tests; /Sequential Tests of Education/al Progress - /Reading Test/

Related Records: ON00070

Contracting Institution: York County Board of Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00022**

**Milne, D. Conrad**

**-- The Effects of a Sequential Motor Development Programme upon the Motor Proficiency of Children with Learning Disabilities.**

-- London : /University of Western Ontario/, Faculty of Physical Education, 1973. -- 93 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MOTOR/ /DEVELOPMENT/. /Student/s with /learning disabilities/. /Elementary school/s Improvement. Use of sequential motor development /program/ compared with /play/-oriented program -- Study regions: /London/

## ABSTRACT

*Type of Study:*
Experimental

*Sample:*
20 /male/ students, ages 6-14 with learning disabilities as well as poor motor development and IQ in normalcy range from London. Data collected May and October 1972.

*Methodology:*
Subjects randomly assigned to experimental and control group. For ten weeks, three days a week, one hour a day, experimental group was taught by sequential motor development method, while control group had /skill/s demonstrated and given opportunity to practice in play- oriented way. Students were rated at end of program and after 6 months by independent /observation/, and videotaped at pretest,, posttest, and follow-up stages. Tables; analysis of variance computer program, /ANOVA/ 2 x 2 factorial design.

*Findings:*

1. There were no significant differences between the two groups in individual motor patterns with the exception of leaping, nor in composite score in all patterns.
2. Experimental group improved more in running, hopping, skipping, leaping, throwing, catching, and punting, while control group improved more in jumping, striking, and kicking.
3. After the 6 month interval, experimental group had improved more in hopping, throwing, catching, jumping, and punting, while control group had developed more in skipping, leaping, kicking and striking. Both improved the same amount in running.

*Conclusions:*

1 Sequential motor development program produced greater improvement in motor performance than free play activity.
2 The one-to-one student-teacher ratio may have been responsible for the great improvement shown by both groups.

*Special Features:*

1. /Bibliography/ -- 19 items
2. /Research review/, pp. 1-4
3. /Videotape/ /recording/ guidelines are included

*Tests Included in Document:*
Self-made /Movement Pattern Checklist/; /Devereux Child Behaviour Rat/ing Scale

Contracting Institution: University of Western Ontario

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00023**

**Leithwood, Kenneth A.; Clipsham, John S.; Davies, Cheryl**

**-- Individualized System : Courses and Patterns of Student Choice.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- vii, 63 p. ( -- /H.S.1 studies/) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CREDIT SYSTEM/ (Circular /H.S. 1/) /Secondary school/s. /Ontario/
compared with /grade system/. Effects on /curriculum/, students' /choice/ of courses, and /teacher/ /evaluation/ of /student/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To study some of the basic program characteristics of secondary schools during the first year of mandatory implementation of the credit system outlined by Circular H.S. 1; to compare course choices of students, sophistication of course content, and teacher evaluation techniques with those of secondary schools ten and twenty years ago.

*Sample:*
3,182 teachers, 49 /guidance/ personnel and 55 /principal/s of a stratified sample of 51 /English speaking/ and a random sample of 4 /French speaking/ secondary schools. Principals' Statements, 1962-63, for a random sample of 25 secondary schools with the Reorganized Program (/Robarts Plan/). Data collected during January and February 1973.

*Methodology:*
Questionnaire survey of teachers, guidance personnel and principals. Data for comparison with secondary schools in 1962-63 collected from Principals' Statements. Courses of Study and Guidelines of the Ministry of Education used to study broad patterns of change in course content over periods 1952-1962, and 1962-1972. Tables; two-way and three-way cross-tabulations.

*Findings:*
1. According to principals, most schools offered the same number or 1 and one-half times as many courses as before the credit system.
2. The range of difficulty level of optional courses had expanded for most subjects.
3. Most schools offered a /core/ program for junior grades.
4. According to guidance counsellors, /counselling/ about course choice had increased; course choices were better matched to student interest but not always better matched to ability.
5. About 80% of teachers felt student course choice was at about right level of difficulty.
6. About 85% of teachers indicated some subjects should be /compulsory/; more than 50% thought /English/ and /mathematics/ should be compulsory.

*Conclusions:*
1. Although schools had increased the range of courses offered and implemented many recommendations of H.S. 1 1972-73, many still endorsed core programs for junior grades and were semi-paternalistic toward students with respect to course choice.
2. Because of the limitations on freedom of course choice, it was difficult to judge the significance of student enrollment patterns.

*Special Features:*
/Bibliography/ -- 10 items

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s included in Final Report

*Notes:*
Final report to Ministry titled: Effects of the Credit System on Student Choice of Secondary School Courses Through Comparison with Curricula of Ten and Twenty Years Ago. 1973. -- 378 p. in various pagings.

Related Records: ON00007; ON00033; ON00062; ON00063; ON00012

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $3.00 from the Ontario Government Bookstore and OISE Publication Sales

PROCESSED REPORT ON00024

Reich, Carol M., Purbhoo, Mary
-- **Cultural Contacts, Attitudes, and Understanding.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1973. -- 29 p. ( -- Report ; 119) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S WITH /ETHNIC/ /BACKGROUND/. /Secondary school/s
/Academic achievement/, /academic/ /aspiration/ and /occupational/ aspiration
ETHNIC /GROUP/S
/Attitude/s of secondary school students related to contacts with ethnic groups in school -- Study regions: /Toronto/ -- Study examples: /grade 11/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine whether /cross-cultural/ contact leads to a greater understanding and acceptance of other cultures and whether cultural /diversity/ in school fosters greater academic achievement and educational and occupational aspirations.

*Sample:*
A large proportion of grade 11 students (n = 1,300) in 9 Toronto schools, including secondary, technical, vocational, and collegiate. Total sample had been in the school system for at least 2 years. Almost 50% were New Canadians. Data collected 1972-1973.

*Methodology:*
From the nine schools studied, four schools with high ethnic density (HiD) were matched with four schools with relatively low ethnic density (LoD), and also matched by socioeconomic status. Background data (Every Student Survey); data on educatioonal aspirations; data on /extracurricular/ /activities/ collected. A cross-cultural role-taking test was administered adapted from /Ferrer, M.H./ and /Gourevitch, V.L./; a 14-item questionnaire was given on decisions about diversity in a hypothetical community, adapted from /Adeloon, J./ and /O'Neil, R.P./

*Findings:*
1. HiD schools had higher average grades and higher levels of extracurricular activity; New Canadians (NC) tended to have higher grades and aspiration levels than native born, English speaking Canadians (Canadians).
2. Canadians tended to have higher grades and aspirations at HiD than at LoD schools.
3. Although all students had fairly high tolerance scores, NCs had greater tolerance in areas of personal experience, for example, /language/ rights.
4. The Prisoners' Dilemma Game showed that, the /cooperation/ of NCs from HiD schools with Canadians was as great as that with their own group, and Canadians from both HiD and LoD schools cooperated better with their own group.
5. Students were not generally willing to ascribe negative characteristics to members of the other groups.
6. Canadians in HiD schools generally outscored those at LoD schools in understanding, but scored no higher on /tolerance/ and trust.

*Conclusions:*
1. Effect of HiD school generally positive. Understanding and attitudes (especially for NCs) seem to improve with more contact, and both groups of students have higher grades, higher expectations, and more extracurricular activities. No negative results.
2. Contact with other ethnic groups increases understanding but does not automatically change the level of tolerance of those groups.

*Special Features:*
1. /Bibliography/ -- 10 items
2. Footnotes, pp. 17-22

*Tests Included in Document:*
Cross-cultural role-taking test; coding and scoring guidelines; /questionnaire/

*Tests Used in Research but not Included in Document:*
/Prisoners' Dilemma Game/

*Notes:*
Title of final report to Ministry: Ethnic Heterogeneity and Assimilation

Contracting Institution: Toronto Board of Education

ISBN 0-88881-118-7

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00026**

Edwards, Henry P.; Casserly, M.C.

**-- Evaluation of Second Language Program in the English Schools : Annual Report, 1972-73.**

-- Ottawa : /Ottawa Roman Catholic/ Separate School Board, 1973. -- 158 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Separate school/s. /Elementary school/s. /Ottawa/ /Teaching/. Use of /immersion/ /program/ compared with 75-minutes and 20-minutes-a-day programs -- Sample population: /grades 2-3/ /student/s

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Purpose:*

To evaluate and compare the effectiveness of a French immersion program and a 75-minutes-a-day French program; to compare these programs with a 20-minute program previously used in the schools.

*Sample:*

145 grade 2 and 105 grade 3 students in immersion program; 178 grade 2 and 190 grade 3 students in 75-minutes program; and all /grades 1-3/ /teacher/s and principals of elementary schools of Ottawa Roman Catholic Separate School Board. All students had been in their programs since grade 1. Data collected from January to June 1973.

*Methodology:*

Academic and psychological tests administered to students; questionnaire to teachers. Tables; significant differences.

*Findings:*

1. Both immersion and 75-minute French classes were doing well academically - no learning or language disabilities indicated.
2. Both programs were also beneficial to development of proficiency in /English/.
3. Both programs were superior to previous 20-minute French program, evaluated in earlier studies during 1971-72, in developing language /skill/s.
4. Students in immersion group were found to be more assertive, independent, and less sociable than those in the 75-minute French program, probably due to preselection factors governing parental choice of the program.

*Conclusions:*

1. French immersion program is feasible in junior grades. It has no detrimental side effects and may in some ways be considered a program of scholastic enrichment.
2. The 75-minute French program appears to be a viable alternative to the immersion program.

*Special Features:*

1. /Bibliography/, pp. 128-134
2. Detailed description of language program

*Tests Included in Document:*

Self-made /questionnaire/ to test teacher opinion on language programs

*Tests Used in Research but not Included in Document:*

Self-made French and English language skills test, story creation test, student rating scale, and work association test; /Canadian Lorge-Thorndike/ Intelligence Tests; /Canadian Tests of Basic Skill/s; /Culture Fair Intelligence Test/; /Early School Personality/ Questionnaire; /Illinois Test of Psycholing/uistic Abilities; /Metropolitan Achievement Test/s; /Slingerland Screening Test/s for Identifying Children with Language Disability; /Tests de Rendement/

Related Records: ON00046; ON00562; ON00563

Contracting Institution: University of Ottawa

Availability: MF - $2.00 (together with ON00046); HC - $5.00 from the Government Bookstore, OISE Publication Sales and University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**PROCESSED REPORT** **ON00027**

Virgin, Albert E.; Shecter, Howard E.

**-- Report on an Evaluation of the North York Alternate and Independent Study Program.**

-- **Willowdale** : /North York Board of Education/, Educational Research Services, 1973. -- 125 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research)(Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

ALTERNATE AND INDEPENDENT STUDY /PROGRAM/. /Alternative/ schools. /Secondary school/s. /North York/
/Evaluation/ by /dropout/s, /graduate/s, /student/s, and /teacher/s
Students. /Attitude/s compared with attitudes of students in /traditional/ secondary schools

## ABSTRACT

***Type of Study:***
**Descriptive**

***Sample:***
160 Alternate and Independent Study Program (/AISP/) students; 8 AISP teachers; 25 AISP graduates, and 18 AISP dropouts. Data collected in 1971-72.

***Methodology:***
Standard Student Questionniare (SQ) administered in fall and spring to 160 AISP students, results compared with North York average (NYA). Opinions gathered from teachers, graduates, dropouts, and 18 AISP diaries. 50 AISP students completed Current Student Interviews (CSI). 92 AISP students completed self-made AISP Questionnaire at end of year. Participant observation. Tables; percentages, tests of significance.

***Findings:***
1. AISP students were more likely than the NYA to feel their school was providing them with a good education, but attributed significantly less importance to school work and tended to have a lower opinion of school generally.
2. Compared to NYA, AISP students had a lower opinion of value of /test/s to students, teacher control of student evaluation, and formal examinations; were more likely to approve of their subjects, /independent study/, /teaching method/s, and the understanding of teachers; and were less likely to feel classes were /boring/, schools needed disciplinary power, or that school was hampered by pointless /rule/s.
3. Reasons for coming to AISP: couldn't stand structured school (58%); would have dropped out of /regular/ school (16%); traditional school depersonalized (12%). 50% felt AISP was socially friendly. Primary goals were completion of a grade (62%), learning in specific area (24%), learning to learn (10%). 80% were taking 6-8 credit courses. 54% felt they were working harder than before, but 60% attended fewer classes than previously. 54% read more books than before. Attitudes towards teachers were very positive; /facilities/ were considered sufficient.
4. No teacher preferred conventional schools; all mentioned differences in philosophy of teaching.
5 Graduates and dropouts were generally favourable to AISP. Those unfavourable generally could not cope with unstructured, independent study. Over two-thirds of graduates intended to go to /university/.
6 93% liked their /class size/; almost 90% said they attended from 50-100% of their classes. 84% felt their school work was evaluated fairly. 64% felt that /parent/s were generally supportive of AISP; 23% felt they were basically opposed. Over 50% felt that the most important thing about AISP was the ability to pace their work.

*Tests Included in Document:*
Modified version of '/How Students Perceive Their Sc/hools'; self-made AISP /Questionnaire/; four self-made /interview/ schedules

Contracting Institution: North York Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00028

Lonetto, Richard

**-- An Examination of the Nature of High School Teacher and Student Satisfaction.**

-- Guelph : /University of Guelph/, Dept. of Psychology, 1973. -- 109 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Secondary school/s

/Attitude/s and /satisfaction/. /Assessment/

Attitudes and satisfaction related to /teacher/ attitudes and satisfaction -- Study regions: /London/, /Peel County/ and /Wellington County/

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Purpose:*

To develop an assessment measure of secondary school teacher and student satisfactions and perceptions and to examine any relationship between teacher and student satisfaction and perceptions.

*Sample:*

6,656 students and 312 teachers at 13 secondary schools from /London Board of Education/, /Peel County Board of Education/, /Wellington County Board/ of Education, and /Wellington County Roman Catholic/ /Seperate School Board/.

*Methodology:*

Attitude questionnaires tested on smaller sample of seven schools, then administered to all students and teachers of 13 schools in larger sample. Data analyzed by principal axes factor analysis -- varimax rotation. Tables; means; standard deviations.

*Findings:*

1. Present research instruments were useful in defining dimensions of teacher and student satisfactions but required further expansion for some factors.
2. Student satisfactions were related to /student-teacher/ /relationship/, student voice in school policy, general school experience and relationships with other students, grades and /curriculum/.
3. Teacher satisfactions were related to /teaching load/, /salary/, status, personal accomplishment, rapport with students, other teachers and with the /principal/, and adequacy of /educational/ /facilities/. Overlap with students was in the area of rapport with each other.
4. Teachers and students had a similar view of positive and negative sides of teaching, nature of principal-teacher relationships, the availability of school resources, and the presentation style of teaching staff.

*Conclusions:*

1. Both teachers and students placed stress on rapport with each other as an essential ingredient in the educational experience.
2. Students were perceptive of the problems and satisfactions of their teachers.
3. Assessment instruments should be expanded for some factors.

*Special Features:*

/Bibliography/, pp. 21-23

*Tests Included in Document:*

Self-made /questionnaire/

Contracting Institution: University of Guelph

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00029**

**Hedges, H.G.**

**-- Extending Volunteer Programs in Schools.**

-- St. Catharines : /Ontario Institute for Studies/ in Education, /Niagara Centre/, 1973. -- 168 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOLUNTEER/S. /Secondary school/s with /differentiated staff/s
  /Use/. Effects on other /personnel/ -- Study regions: /Hamilton/
VOLUNTEERS. /Teacher aide/s. /Elementary school/s
  Use in /individualized/ /reading/ /program/s -- Study regions: /St. Catharines/
  Use of secondary school. /student/s -- Study regions: /Halton County/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To test three adaptations of /Hedges' General Model/ for volunteer assistance in schools: (1) Secondary school students used regularly in elementary schools, applying components of their secondary school curriculum; (2) Adult volunteers used in a differentiated staffing school; (3) Volunteer assistance to an individualized reading program.

*Sample:*
Various groups of secondary school student and /adult/ volunteers; staff and students in selected schools in the Niagara and Halton regions. Data collected during 1972-73.

*Methodology:*
Programs were evaluated by student and teacher anecdotal questionnaires, teacher interviews, comparisons of time distribution data for teachers with and without volunteers, and in the case of the individualized reading program, by testing the advancement of student groups with and without volunteers. Activities performed by volunteers are recorded for each project.

*Findings:*
1. Generally, teachers were able to spend more time on instruction when volunteers were used and volunteers, students and teachers gained from programs.
2. Greatest problems appear to be administrative, especially in the program where secondary school students are used in elementary schools.
3. In the /remedial/ reading program, students in experimental group made greater advances than control group. However, problems with teacher insecurity and effective group planning were encountered.

*Special Features:*
1. Volunteer Parental Assistance Project; Operational Model
2. /Bibliography/, 5 p.
3. /Annotated bibliography/, 4 p.

*Tests Included in Document*
Self-made /questionnaire/s

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00030**

Henderson, Kent; Silverman, Harry; Toscano, Silvana; Giallonardo, Florida

-- **A First Language Reception Program for Immigrant Students.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 28, 26 p. plus 16 p. supplement, and 2 vols. of appendices. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/IMMIGRANT/S. /Non-English speaking/ /student/s. /Separate school/s. /Senior school/s /Teaching/. Use of /first language/ -- Sample population: /Italian speaking/ students

## ABSTRACT

*Type of Study:*
Experimental

*Purpose:*
To examine practicality and effectiveness of /New Canadian/ /program/ using student's first language as language of instruction.

*Sample:*
1. Experimental group: 12 Italian students from St. Clare School, /Metropolitan Separate School/ Board, recently arrived in Canada with little or no English; ages 8-13 years; average IQ 90.
2. Control group: 14 Italian students from neighbouring senior separate elementary school, /Richard W. Scott Separate/ School; all entered Canada a year earlier than experimentals, had one full year in Canadian school, and instruction in /English/ as a /second language/ (ESL); average age, 12 years; IQ between 86-89. Data collected September 1972-November 1973.

*Methodology:*
Experimental class teacher fluent in Italian, experienced in teaching ESL. All subjects taught in Italian. English first introduced as subject, became language of instruction as understanding developed. Posttesting with Metropolitan Achievement Test (MAT) carried out to assess the students' first year progress, results compared with those from MAT administered to controls September 1972. Four meetings in Italian held between staff and parents during year to discuss project and /attitude/s towards it.

*Findings:*
1. For experimentals, /reading skill/s were improved by instruction in /phonics/; students taught in English only had greater difficulty.
2. Communication with /parent/s was more open because teacher spoke their first language.
3. No statistically significant differences in average /academic achievement/ for the two groups on any subtest.

*Conclusions:*
1. Achievement testing and interviews yield similar results for both experimentals and controls.
2. Use of first language as language of instruction does not interfere with learning of English and is useful to clarify concepts in /mathematics/.

*Special Features:*
1. /Annotated bibliography/ of /curriculum/ materials, 7 p.
2. English 72, draft of a manual for learning English as a second language, 213 p.
3. Brief history of Canada in English
4. Italian translations of parts of four mathematics texts and one social studies text
5. English translation of an Italian play

*Tests Included in Document:*
/Metropolitan Achievement Test/, Elementary Level (Italian Version); Metropolitan Achievement Test, Primary II (Italian Version)

*Tests Used in Research but not Included in Document:*
/Wechsler Intelligence Scale/ for Children (Italian Version); Wechsler Intelligence Scale for Children; self-made /interview/ schedule for parents

*Notes:*
1. Also titled: School and Community Cooperation in a Program to Assist the Immigrant Student.
2. Results of posttesting program, supported by OISE, are reported in Evaluation Supplement.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00031**

Reich, Peter A.; Reich, Carol M.
**-- A Follow-Up Study of the Deaf.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 80 p. ( -- Report ; 120) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/AURALLY HANDICAPPED/ /STUDENT/S. /Special school/s. Ontario
/Graduate/s. /Communication/ /skill/s, /employment/, /marital/ /status/, and /social relations/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
/Adult/ deaf: 159 former students of Metropolitan Toronto School for the Deaf, /Milton School/, and /Belleville School/ who left school after 1952; 109 former students outside Metro. Data collected 1972-73.

*Methodology:*
Of 246 within Metro, 66% interviewed, given a 25-minute reading test, a 30-minute composition. 22% of initial sample of 497 outside Metro responded to questionnaires. Data on general deaf population analyzed separately and by crosstabulations. Tables; graphs; percentages.

*Findings:*
1. Average age 28; average years of schooling 13.3; 88% profoundly deaf, i.e., unable to distinguish speech from other sounds without a hearing aid.
2. Deaf adults had higher unemployment rate with less advancement and lower salaries than hearing people. Employment rate for deaf /female/s higher than for hearing females, possibly due to lower income rates of deaf husbands.
3. Deaf adults needed help in getting a job, although this decreased with /experience/. Only 25% reported special help to learn a job; almost none reported changes made in job to compensate for handicap.
4. Almost 50% married. All /male/s interviewed were married to deaf females, 31% of females were married to hearing males. 31% of males and 43% of females had deaf co-workers. 18% reported that most or all of their friends were hearing, and 27% that most or all of their dates were with hearing persons.
5. Although speech and writing were major vehicles of communication with the hearing, speech and writing skills appear inadequate, especially in situations of urgency or importance. About 50% used speech in job interviews, 35% with a doctor. 5% had a /reading/ score of grade 7 or above, and syntactic errors in /writing/ frequently obscured meaning.
6. Most deaf persons communicate with other deaf persons manually.

*Conclusions:*
1. Day school students more 'oral' than residential students. No differences in reading skills between groups; females score higher than males in writing.
2. Profoundly deaf day students use speech more than equally deaf residential students, but do not have greater speaking ability. Greater contact with hearing people, not effective training in speech skills, appears to account for difference.
3. Almost 50% suggested schools include some form of manual communication; 21% wanted higher academic standards.

*Special Features:*
/Bibliography/ -- 18 items

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Journal article: 'Communication Patterns of the Adult Deaf'. -- Canadian Journal of Behavioural Science, 8 (no. 1, 1976) 56-67.

Contracting Institution: University of Toronto

ISBN 0-88881-119-5

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00032**

Bereiter, Carl; Anderson, Valerie

**-- Increasing the Educational Value of Field Trips for Young Children.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 138 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ELEMENTARY SCHOOL/S. /Inner city/ and /suburb/s
/K-grade 1/ /student/s. /Field trip/s -- /Handbook/s

## ABSTRACT

*Type of Study:*
Action research; Descriptive

*Purpose:*
To develop and test an experimental handbook containing constructive guidelines for conducting field trips.

*Sample:*
4 kindergarten and 4 grade 1 classes; two of each grade level in inner city schools and in suburban schools. 18 matched classes for control group.

*Methodology:*
Teachers in control group planned and carried out trips in their accustomed ways, while experimental class teachers were to follow handbook. 5 types of sites were set for trips; two were common to both grades tested. Student and teacher questionnaires. Recall, understanding, questioning - /discovery/ and /attitude/s were measured by posttests administered to different samples of 10 students in each class for each trip. Median scores, significant differences.

*Findings:*
1. Benefits appear to be greatest for kindergarten and for inner city classes.
2. Program effects were greater on recall and understanding than on questioning-discovery tests.
3. Attitude scores were generally favourable to field trips; no significant difference between experimental and control groups was found.

*Conclusions:*
Experimental procedures did enhance learning from field trips in all areas tested, with benefits being greatest for kindergarten and inner city students.

*Special Features:*
1. Experimental Handbook (86 p.) consists of three parts: a. preparing children for field trip; b. criteria for a field trip site; c. field trip plans, including objectives, discussion questions, and trip-related activities.
2. /Bibliography/, p. 23

*Tests Included in Document:*
Self-made /questionnaire/s and tests

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00033**

**Fleming, W.G.**

**-- The Individualized System : Findings from Five Studies.**

**-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- ix, 85 p. ( -- /H.S.1 studies/) (Ministry of Education, Ontario. Contractual Research).**

### SUBJECT

**/CREDIT SYSTEM/ (Circular H.S. 1). /Secondary school/s. /Ontario/**
**Implementation**

### ABSTRACT

*Type of Study:*
**Research review**

*Purpose:*
To present an overview of research by the Ontario Institute for Studies in Education on the implementation of credit system, as outlined in Circular H.S. 1, in secondary schools in Ontario.

*Methodology:*
5 studies for the period 1972-73 were summarized in this report. Findings were then discussed under the following headings: (1) Overall reaction to individualized system; (2) Available courses and patterns of course /choice/; (3) Process of determining students' /program/s; (4) Achievement trends; (5) Effect on roles and responsibilities of those involved in school system; (6) /Curriculum/, /teaching method/s, /evaluation/ of /academic achievement/.

*Conclusions:*
1. The adoption of the individualized system in Ontario secondary schools had the support of a substantial majorty of /student/s and educators.
2. /Parent/s and the public at large were considerably more dubious about the new system. There appeared to be a lack of understanding of changes introduced.
3. /Principal/s and /teacher/s valued the delegation of central authority inherent in the new policy.
4. Students were taking advantage of the increased number of courses and difficulty levels, but patterns of subjects taken remained fundamentally unchanged.
5. /Traditional/ /attitude/s in choice of curriculum were still very influential; student choice was often restricted, particularly in the earlier years.
6. There was growing pressure from teachers, students, and parents to reinstate /compulsory/ /core//subject/s, although the definition of these was a problem.
7. There was a need to insist on a certain number of senior credits for a secondary /diploma/, considering the growing number of introductory courses.
8. Students on /individualized/ /timetable/s did not feel isolated or alienated.
9. The effect of the system on rate of /dropout/s was inconclusive.

*Notes:*
Final report to Ministry titled: Individualized System in Ontario Secondary Schools : Results of OISE Research, 1973, vi, 127 p.

Related Records: ON00007; ON00012; ON00023; ON00062; ON00063

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $3.00 from the Ontario Government Bookstore or OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00034**

Barrs, Stephan; Meyer, John R.

**-- An Infancy Narrative : World Religions in Ontario's Secondary Schools.**

-- Hamilton : /Hamilton Board of Education/, 1973. -- 102 p. in various pagings (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/WORLD RELIGION/S. /Curriculum/ subjects. /Secondary school/s. /Ontario/
/Evaluation/ by /student/s
/Teacher/s, /teaching aid/s and /teaching method/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To identify student and teacher needs in a world religions course at the senior level and to evaluate available material and personnel resources for such a course.

*Sample:*
Random sample of students and all teachers of world religion course in 35 secondary schools in Ontario; subsample of 10 secondary schools in /Hamilton/ area selected by /socioeconomic/ /background/ and cooperation of teachers. Data collected during 1972-73.

*Methodology:*
Extensive phase: teacher and student questionnaires sent to all schools having world religions course to aid in selection of sample; visitation of 35 schools with interviews of teachers and students. Intensive Phase: /cognitive/ and attitudinal tests administered, supplemented by visitations, interviews, teacher feedback. Some statistical data given.

*Findings:*
1. More than 50% of teachers had very little or no formal preparation in religious studies.
2. Students' interest level was high and increased during year; many requested a 2-year program.
3. Approach to course was usually historical; less than 25% of teachers were exploring a variety of methodological approaches.
4. Preservice and /inservice/ /program/s were found inadequate.
5. Few teachers gave much attention to instructional /objective/s. This factor, combined with the problems of measuring cognitive and affective growth in religious study, caused results of cognitive tests to be inconclusive.
6. No efforts were made to integrate religious study into the broader areas of /humanities/ or /social science/s.
7. /Community/ resources and agencies for religious study were not sufficiently exploited.

*Conclusions:*
Considering the newness of the religious study program, the current state of affairs is moderately healthy but needs ongoing attention and support

*Special Features:*
1. /Annotated bibliography/ of teaching materials, pp. 51-56
2. Footnotes with bibliographic material, pp. 63-68

*Tests Included in Document:*
Self-made /questionnaire/s and tests

*Notes:*
Project Title: Teaching World Religions in Senior Division of Ontario Secondary Schools

Contracting Institution: Hamilton Board of Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00035**

Chellew, Len G.; Baker, Carolynn; Baker, Robert; Dimitri, Olga; Johnson, Margaret
-- **The Intermediate School Study.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 197 p. in various pagings (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/INTERMEDIATE SCHOOL/S
/Grade organization/. /Attitude/s of /teacher/s and /principal/s
Organization. Application of /credit system/. Attitudes of teachers and principals
/Student/s. /Transition/ to /secondary school/s compared by grade organization
Students. /Educational/ /experience/ and /self concept/ compared by grade organization

ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To study the sociological and educational experiences of students at the intermediate level, especially at the transitional stage from the intermediate level school to secondary school.

*Sample:*
2,210 /grade 8/ students, grade 8 teachers, /guidance/ /personnel/, /vice-principal/s and principals of 26 intermediate schools, a disproportional stratified sample in terms of five groupings of intermediate grades; 646 students in /grades 9-10/ in 23 secondary schools fed by the 26 intermediate schools. Schools selected from 108 boards of education in Ontario. Data collected during 1972-73.

*Methodology:*
Questionnaires administered to student, teacher, and administrative groups. Statistical tables.

*Findings:*
1. Grade groupings at intermediate level (e.g., grades 7-8 or 7-9, or 7-10) did not significantly affect transition from intermediate level to secondary level.
2. As far as educational experience was concerned, no one school type met evaluative criteria generally better or worse than another.
3. No support was found for full implementation of credit system in /grades 6-8/. One-half of the teachers and principals sampled favoured partial implementation at the grade 8 level.
4. Most appropriate intermediate grade groupings as seen by teachers were: 7-8, 7-9, 7-10.
5. Onset of /puberty/ seemed to occur one year earlier than 20 years ago.
6. No significant relationship was found between grade organization and student self concept.

*Special Features:*
1. /Bibliography/, pp. 16-22
2. /Literature review/, pp. 6-15

*Tests Included in Document:*
Self-made /questionnaire/s

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00036**

Dilling, Harold John; Farrell, Michelle A.

**-- An Investigation of Factors Related to Reading Achievement.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 150 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Elementary school/s

Related to /program/s, /teaching aid/s, /teaching method/s, use of /diagnostic/ /test/s, and /teacher/s' /experience/ -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Purpose:*

To determine school and /community/ based factors of reading achievement and to determine the comparability of reading tests and currently taught reading concepts.

*Sample:*

605 randomly selected /grade 6/ students; 114 randomly selected grade 6 teachers; 36 principals in charge, over a three-year period, of 15 high (HAS) and 15 low (LAS) achievement schools identified on basis of long-term consistency of Gates-MacGinitie Reading Test (GM) and Dominion Group Tests of Learning Capacity scores, rank within the borough and relationship of test scores to students' mental abilities; 401 /grades 1-6/ teachers in HASs and LASs; 173 teachers in HASs and LASs who had taught student sample in grades 3-5. Data collected 1968-73.

*Methodology:*

Students' GM scores collected. Data on students' background and grades 3-5 reading experiences collected from school, school board and Reading Centre records. Self-made questionnaires administered to HAS and LAS principals and student sample's former teachers. Reading Skills questionnaire administered to random teacher sample and the HAS and LAS grades 1-6 teachers; t tests conducted. Adaptation of Auerbach's rating scale used to analyse GM items. Frequencies, means and standard deviations tabulated.

*Findings:*

1. Grade 6 teachers emphasized /vocabulary/ and /comprehension/ /skill/s, rather than /speed/ or /oral/ reading.
2. GM appeared to measure a large number of discrete skills.
3. HASs: emphasized reading program (RP); integrated RP with other language arts areas; had specific RP time blocks; used more cross age /grouping/s for RP; used more /standardized test/s for diagnosis; used wider variety of reading /material/s, selected by joint teacher-/librarian/ decision; had more flexible school library access policies; used more /resource/ personnel and used them more often with individuals or small groups; and reported to parents by letter or /report/ card.
4. HAS teachers: were slightly more experienced in grades 3-5; rated 'classifying' and 'making inferences' more highly; rated resource help more highly; had larger class libraries; and attended more reading /conference/s.
5. HAS students had slightly more /mobility/ and were less likely to be /apartment/ dwellers.

*Special Features:*

/Bibliography/ -- 9 items

*Tests Included in Document:*

/Reading Skills Questionnaire/; self-made questionnaires for teachers and principals

*Tests Used in Research but not Included in Document:*

/Gates-MacGinitie Reading Test/, Survey D, Form 1; /Dominion Group Test of Learnin/g Capacity; /Auerbach's Analysis of Reading/ Comprehension Tests (adapted)

Contracting Institution: Scarborough Board of Education

Availability: MF - $1.50; HC - $5.00 from Scarborough Board of Education, 140 Borough Drive, Scarborough

**FINAL REPORT (MINISTRY)** **ON00037**

O'Bryan, Kenneth G.

-- **Junior Kindergarten Experimental Study.**

-- Toronto : /Ontario Institute for Studies/ in Education,1973. -- 67 p. ( - /Junior kindergarten experimental/ study : evaluation of experimental junior kindergartens in Ontario ; 1 ) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Junior kindergarten/
/Qualification/s
/Certification/ -- Study regions: /Kingston/, /North York/, /Ottawa/, /Scarborough/, and /Welland County/

## ABSTRACT

*Type of Study:*

Descriptive; Research review

*Purpose:*

To provide a comprehensive analysis of the North York, Scarborough, Welland, Ottawa, and Kingston studies on diverse aspects of qualification and certification of junior kindergarten teachers.

*Methodology:*

The purpose, methodology, and results of the five studies were summarized and interpreted. /Literature review/ on certification of junior kindergarten teachers and description of system in /Great Britain/ were included.

*Conclusions:*

1. Research may have been directed more to /evaluation/ of individual performance of teachers than the basic concept of certification.
2. Although no conclusions on the issue of certification of junior kindergarten teachers can be drawn from these studies, the data collected along with the information gathered in literature review and investigation of situations in Great Britain can provide a basis for further study.

Related Records: ON00038; ON00039; ON00040; ON00041; ON00042

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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FINAL REPORT (MINISTRY) ON00038
Virgin, Albert E.
-- **North York Comparative Study of the Effectiveness at the Junior Kindergarten Level of Certificated and Non-Certificated Teachers.**
-- Willowdale : /North York Board of Education/, Dept. of Educational Research Services, 1973. -- 32 p. in various pagings. ( -- /Junior kindergarten experimental/ study : evaluation of experimental junior kindergarten programs in Ontario ; 2) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CERTIFICATED/ /JUNIOR KINDERGARTEN/ /TEACHER/S
compared with noncertified junior kindergarten teachers -- Study regions: /North York/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Phase I: 6 noncertified and 5 certified junior kindergarten (JK) teachers, the latter selected for their teaching ability, samples not matched. Phase II: previous sample, less one of the certified teachers, and 25 self-selected JK teachers. Data collected from October 1972 to April 1973.

*Methodology:*
In Phase I, data collected by week-long /classroom/ /observation/s and teachers' diaries. In Phase II, JK checklist filled out by researchers, principals, and assistant superintendents on the expanded sample of teachers. Tables; rank order correlations.

*Findings:*
1. In a ranking of all JK teachers in North York, the 6 noncertified teachers were ranked in the top two-thirds 72% of the time.
2. The 4 certified teachers from the initial sample were almost consistently in the top third.
3. Generally, all the teachers were rated competent in every aspect on the checklist.
4. Principals and assistant superintendents were very similar in their rating of teachers.

*Tests Included in Document:*
/Junior Kindergarten Checklist/

Related Records: ON00037. ON00039; ON00040; ON00041; ON00042

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00039**

Dilling, Harold John; Denny, George M.

**-- Scarborough Board of Education Comparative Study of the Effectiveness at the Junior Kindergarten Level of Certificated and Non-Certificated Teachers.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 136 p. ( -- /Junior kindergarten experimental/ study: evaluation of experimental junior kindergarten programs in Ontario ; 3) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CERTIFICATED/ /TEACHER/S. /Junior kindergarten/s
compared with non-certified teachers -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
4 noncertified and 4 certified teachers (control) at junior kindergarten level. Sample matched using 7 variables. 114 /parent/s. Data collected 1972-73.

*Methodology:*
Battery of measures, standardized and self-made, used to measure teacher /attitude/s towards teaching, teacher /background/s, /student-teacher/ /interaction/, parental reaction, /program/s, and student /creativity/. Mailed questionnaire to parents. Significance tests impossible due to small sample size. Tables; charts; percentages.

*Findings:*
1. Noncertified teachers were more familiar with /child development/ theories than certified teachers.
2. The four noncertified teachers talked an average of 54% of the time; the certified teachers 63%.
3. Approach of both groups towards motivation and control was extremely indirect. Certified teachers tended to be more indirect: fewer direct commands, less lecturing, more praise or encouragement and more questions. When students stopped talking the noncertified group used indirect influence more. No other consistent tendencies emerged from the measure of classroom talk.
4. No parent indicated even mild dissatisfaction with the program; 74%-100% were 'very satisfied.' Almost all noticed significant changes in their children which they attributed to junior kindergarten.
5. Although supervisory personnel felt both groups of teachers were doing an excellent job, the Minnesota Teacher Attitude Inventory indicated that certified teachers were more likely to interact well with students.

*Conclusions:*
Although sample size prohibits broad generalizations, given the comparableness of the two groups, boards would be justified in hiring noncertified teachers with backgrounds similar to those in this study. Teaching community feels that duly-qualified certified teachers should be given preference in times of job shortages.

*Special Features:*
/Bibliography/ -- 11 items

*Tests Included in Document:*
/Flanders Interaction Analysis/ System; self-made/questionnaire/s

*Tests Used in Research but not Included in Document:*
/Minnesota Teacher Attitude/ Inventory; /Torrance Tests of Creative/ Thinking

Related Records: ON00037; ON00038; ON00040; ON00041; ON00042

Contracting Institution: Scarborough Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

Final Report **ON00040**

Halpern, Gerald; Cooper, Martin

**-- Comparative Study of the Effectiveness at the Junior Kindergarten Level of Certificated Teachers with and without the Assistance of Paraprofessionals and Volunteers.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 131 p. ( -- /Junior kindergarten experimental/ study : evaluation of experimental junior kindergarten programs in Ontario ; 4) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VOLUNTEER/S. /Teacher aide/s. /Junior kindergarten/
Effects on /academic achievement/ of /student/s
/Use/. Effects on /attitude/s of /certificated/ /teacher/s to volunteers
Use compared by full-time and intermittent volunteers -- Study regions: /Ottawa/

## ABSTRACT

*Type of Study:*

Comparative; Pilot

*Purpose:*

To determine effect of the use of volunteers on teachers' attitudes towards volunteers and student performance; to compare duties performed by fulltime and intermittent volunteers; and to characterize typical respondent to advertisements for volunteers.

*Sample:*

26 junior kindergarten classes in elementary schools of Ottawa Board of Education; 2 groups of 10 fulltime volunteers self-selected from students in /Early Childhood Education/ programs at /Algonquin College/; 6 intermittent volunteers from undergraduates at /Carleton University/; 23 respondents to advertisement in newspapers. Data collected from October 1972 to February 1973.

*Methodology:*

Study conducted in three phases: Phase I, 10 pairs of classes randomly designated as control and experimental; experimental assigned fulltime aides for 3 weeks. Phase II, intermittent aides over two months assigned to 6 classes not previously used. Phase III, fulltime aides to experimental classes again for 3 weeks. Teacher attitudes pretested and posttested in Phases I and II; student /cognitive/ and /affective/ /development/ assessed at end of Phase III. Checklists of duties performed filled out by volunteers. Tables.

*Findings:*

1. Teachers' attitudes toward volunteer aides and judgment of appropriate tasks for volunteers were unchanged after having aides for three weeks.
2. At end of second 3-week period of assistance by volunteers, teachers had poorer attitudes toward volunteers than at start of that period.
3. Teachers tended to use fulltime volunteers differently from intermittent ones.
4. Having volunteer aide in class did not have significant effect on students' /emotional/ and /moral/ development.
5. Typical respondent - English-speaking housewife in her twenties.

*Conclusions:*

Study has several limitations: unrefined instruments in Phase I, short duration of volunteers, and small number of matched classrooms.

*Tests Included in Document:*

Self-made teacher attitude scale; volunteer checklist; student assessment tests

Related Records: ON00037; ON00038; ON00039; ON00041; ON00042

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00041**

Fowler, Frank J.; Russell, Janet; Burnett, D.

**-- A Study of the Effectiveness at Junior Kindergarten Level of Certified Teachers with Additional Qualifications in Childhood Education.**

-- Kingston : /Frontenac-Lennox and Addington/ County Roman Catholic /Separate School Board/, 1973. -- x, 248 p. ( -- /Junior kindergarten experimental/ study : evaluation of experimental junior kindergarten programs in Ontario ; 5) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CERTIFICATED/ /JUNIOR KINDERGARTEN/ /TEACHER/S. /Separate school/s. /Elementary school/s

Compared with certificated junior kindergarten teachers with /diploma/s in /early childhood education/ -- Study regions: /Kingston/

## ABSTRACT

*Type of Study:*

Comparative; Action research

*Sample:*

All 5 junior kindergarten teachers at Frontenac-Lennox and Addington County Roman Catholic Separate School Board. All were certificated; one was also a graduate of a Community College 2- year diploma course in early childhood education. Data collected during 1972-73.

*Methodology:*

/Classroom/ /observation/s and periodic /videotape/ and /tape/ /recording/s of teachers in their classrooms. Self made instruments to assess teacher performance. Self-evaluation by teachers; written tasks. Tables; /analysis of variance/, tests of significance.

*Findings:*

1. Teacher with additional qualifications in early childhood education was not rated highest on scales used by evaluators.
2. Size of sample makes findings tenuous.

*Conclusions:*

Although the findings were inconclusive, due to small sample size, the study resulted in development of useful instruments and professional manuals.

*Special Features:*

1. /Bibliography/. pp. 245-248
2. /Research review/, pp. 5-40
3. Summary of courses in early childhood education, pp 131-134
4. Handbook for teachers of four-year-olds

*Tests Included in Document:*

Self-made instruments to assess teacher performance from videotapes; /Teacher Self-Evaluation/ Inventory; /Language Survey for Four-Year-Olds

Related Records: ON00037; ON00038; ON00039; ON00040; ON00042

Contracting Institution: Frontenac-Lennox and Addington County Roman Catholic Separate School Board

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00042

Love, J.H.; Shynal, A.A.

-- **Welland County Roman Catholic Separate School Board Comparative Study of the Effectiveness at the Junior Kindergarten Level of Certificated and Non-Certificated Teachers.**

-- St. Catharines : /Ontario Institute for Studies/ in Education, /Niagara Centre/, 1973. -- 112 p. ( -- /Junior kindergarten experimental/ study : evaluation of experimental junior kindergarten programs in Ontario ; 6) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CERTIFICATED/ /JUNIOR KINDERGARTEN/ /TEACHER/S. /Separate school/s. /Elementary school/s
compared with non-certified junior kindergarten teachers with /diploma/s in /early childhood education/ -- Study regions: /Welland County/

## ABSTRACT

*Type of Study:*
Comparative; Action research

*Sample:*
3 noncertificated junior kindergarten teachers with diplomas in early childhood education and 3 certificated ones and their classes (1 /French /speaking/) from elementary separate schools in /Niagara Falls/, /Port Colborne/, /Thorold/, and /Welland/ Data collected from November 1972 to June 1973.

*Methodology:*
/Classroom/ /observation/ and /videotape/s. Pretest and posttests of /student/ /attitude/s and /language/ /development/. Assessment of students' /cognitive/ development and teachers' /nonverbal/ /behaviour/ at end of study. Tables; graphs; analyses of variance and covariance.

*Findings:*
No generalizable findings regarding relative effectiveness of certificated and noncertificated teachers because of the small sample and late start of the study.

*Conclusions:*
More valid instruments for measuring teacher effectiveness and observing student behaviour need to be developed

*Special Features:*
1. /Bibliography/ -- 44 items
2. Manual for Categorizing Observations
3. /Horton, R./ -- 'Non-Verbal Teacher Behaviour'

*Tests Included in Document:*
/Illinois Test of Psycholing/uistic Abilities - Auditory Reception Test; /Cognitive Skills Achievement Test/; /Taxonomy of Teaching Functions/; /Teacher Nonverbal Behaviour/ Checklist; /Verbalization during Unstructu/red Play; Checklist

*Tests Used in Research but not Included in Document:*
/Peabody Picture Vocabulary/ Test

Related Records: ON00037; ON00038; ON00039; ON00040; ON00041

Contracting Institution: Welland County Roman Catholic Separate School Board

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00043**

Ontario. Ministry of Education. School Business and Finance Branch; Peter Barnard Associates
-- **Managing School Transportation.**
-- Toronto /Ontario Ministry of Education/, 1973. -- 220 p. in various pagings (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TRANSPORTATION/. /Student/s. /School/s. /Ontario/
/Management/ by /boards of education/ -- /Handbook/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide information and guidelines on the management of school transportation systems. Intended for school administrators.

*Sample:*
76 boards of education in Ontario. Data collected January 1973.

*Methodology:*
Questionnaire on /service/ and /safety/ policies, routing, contracting, vehicles, staffing, and administration sent to 120; returned by 76 boards. Tables; graphs.

*Findings:*
1. There were not readily perceptible differences according to board /size/ or to /Northern/ or /Southern/ location.
2. Only 32% of boards had fulltime transportation officer.
3. Eligibility for service depended on distance student lived from school: most commonly one and one-half miles for /elementary school/ and 2 miles for /secondary school/ students in /urban/ areas, one and one-half miles for all students in /rural/ areas.
4. Most frequently reported earliest pickup times were 7:30 for /separate school/ and secondary school students; 7:45 for elementary public school students.
5. Most /bus/service was provided by contracts; buses owned by boards constituted only 8.5% of total buses operating on routes.

*Special Features:*
Major part of the report is a detailed handbook on transportation management, policies, information systems, route design, contracting, and Ministry of Education procedures and forms.

*Tests Included in Document:*
/School Transportation Question/naire

*Notes:*
Under title: Honourable Thomas L. Wells, Minister of Education

Availability: MF - $2.00; HC - $3.50 from the Ontario Government Bookstore

FINAL REPORT (MINISTRY) ON00044

Beck, Clive; Sullivan, Edmund; Joy, Maureen; Pagliuso, Susan

**-- Moral Education Project.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 264 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MORAL EDUCATION/. /Curriculum/ subjects. /Elementary school/s
  /Teaching aid/s and /teaching method/s -- Study regions: /York County/ -- Sample population: /grade 5/ /student/s
MORAL EDUCATION. Curriculum subjects. /Secondary school/s
  Teaching aids and teaching methods -- Study regions: /Mississauga/

## ABSTRACT

*Type of Study:*

Action research; Discursive

*Purpose:*

To evaluate pilot moral education courses and to develop methods and materials for teaching /ethics/ in elementary and secondary schools.

*Sample:*

20 grade 5 students in a moral education course and 22 in a control group in 2 elementary schools in York County. Data collected from 1971-73. 19 senior secondary school students in a moral education class in Mississauga. Data collected from January to May 1973.

*Methodology:*

Descriptions of pilot projects in York County, Mississauga, and /London/. The two samples pretested and posttested by Kohlberg Moral Reasoning Questionnaire.

*Findings:*

1. Over the 2 years of the York County project, all students showed increased abilities to reason about moral issues, acquiring greater range and flexibility in examining those issues.
2. In the Mississauga project, posttesting indicated an advance in the stages of moral reasoning.

*Conclusions:*

1. 10-12-year-olds are highly sensitive to moral growth.
2. Study of current events is useful for discussing ethics with upper elementary school students.

*Special Features:*

1. Selected list of teaching materials for moral education, 4 p.
2. Teaching materials, grades 3-5, 29 p.
3. Teaching materials, grades 6-8, 30 p.
4. /Annotated bibliography/ of fiction for moral education, 4 p.
5. Annotated bibliography of /child/ren's /literature/, preschool to grade 13, 30 p.

*Tests Included in Document:*

/Kohlberg Moral Reasoning/ Questionnaire

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00045**

Harvey, Edward B.; Masemann, Vandra L.
-- **Occupational Graduates and the Labour Force.**
-- Toronto : /Ontario Ministry of Education/, 1975. -- vii, 204 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VOCATIONAL/ EDUCATION. /Program/s. /Secondary school/s. /Ontario/
/Evaluation/
/Graduate/s. Employment. Comparison by /sex/
Graduates. Employment. Effects of /postsecondary/ education and /socioeconomic/ /characteristic/s. Comparison

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To study employment /experience/s of graduates of vocational education programs, to assess vocational programs' effectiveness in preparing students for /labour force/ and the effect of variables such as socioeconomic background and postsecondary training on the employment patterns of the graduates.

*Sample:*
Random sample of 2,101 (54.6% /male/, 45.4% /female/) vocational education graduates of a regionally representative sample of 40 /composite/, occupational and vocational schools in Ontario, 1968-1972. Random sample of 1,107 students about to graduate from the same schools for baseline survey. Data collected spring 1973.

*Methodology:*
/Telephone/ /survey/, supplemented by 216 personal interviews. Baseline survey by student questionnaire. Tables; tests of significance.

*Findings:*
1. 85.2% of respondents had received a Certificate of Training; the rest, Certificate of Standing.
2. 43.3% listed vocational training as the most important aspect of secondary school; 81.1% were at least satisfied with the vocational training they had received.
3. 54% obtained their first employment before leaving school, 25% within a month after graduation.
4. 42.2% had held only one job; subsequent jobs tended to be held for a shorter time than the first. Majority were employed in production or labour sectors and in low-prestige occupational categories.
5. Greater percentage of females than males had beem unemployed since graduation. Most common reason for leaving a job given by males was being laid off; females gave other reasons.
6. Midwestern Ontario had highest overall percentage (nearly 60%) of respondents employed since leaving school as well as greatest employment stability and job /satisfaction/.
7. 90% of females, but only 11% of males, had attended another school since graduation.

*Conclusions:*
Although many graduates find satisfactory jobs, they are vulnerable to layoffs in times of high unemployment, are usually restricted to low-prestige occupations, and have difficulties in obtaining qualifications for /apprentice/ships.

*Special Features:*
/Bibliography/, pp. 165-168
/International Standard Classi/fication of /Occupation/s

*Tests Included in Document:*
Self-made /questionnaire/s and /interview/ guides; /Pineo-Porter Scale/

*Notes:*
Final report of same title published by /Ontario Institute for Studies/ in Education, Dept. of Sociology, 1973. -- vii, 568 p. in 2 v.

Contracting Institution: Ontario Institute for Studies in Education

Other System: ED 146 338

Availability: MF - $1.00; HC - $2.50 from the Ontario Government Bookstore or OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00046**

Edwards, Henry P.; Casserly, M.C.

**– Research and Evaluation of Second Language Programs : Annual Report, 1971-1972.**

-- Ottawa : /Ottawa Roman Catholic/ /Separate School/ Board, English Schools ; /University of Ottawa/, 1972. -- 245 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Separate schools. /Elementary school/s. /Ottawa/ /Immersion/ /program/s compared with 75-minute and 20-minutes per day programs

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Purpose:*

To evaluate and compare effectiveness of immersion French program (IFP) and a 75-minute per day French program in Ottawa; and to compare these with /traditional/ French program (TFP) of 20-30 minutes per day.

*Sample:*

IFP: 181 /grade 1/, 128 /grade 2/ students. 75-minute program: 1,118 grade 1 and 1,182 grade 2 students. TFP: sample of students from grades 3-8. /Teacher/s and /principal/s of classes involved in study. Data collected 1971-72.

*Methodology:*

Samples represented various socioeconomic areas and linguistic groups. Most of grade 2 IFP students had been in grade 1 IFP. Battery of tests evaluated academic, intellectual, and /linguistic/ (English and French) /development/. Students rated by teachers on emotional, social, attitudinal, and motor development. Teachers and principals tested to determine /attitude/s towards French programs in /primary grade/s. Tables.

*Findings:*

1. Average IQ of IFP students in grade 1 higher than average for total population. IFP students scored higher on French language measures and on achievement tests administered in French. In /academic achievement/ both IFP group and 75-minute group performed satisfactorily.
2. On achievement tests administered in English, grade 2 75-minute program students scored higher in reading and spelling; IFP group scored higher on /arithmetic/ /problem/s and composite arithmetic score. On achievement tests measured in French, IFP students had better performances.
3. IFP students made satisfactory progress in school curriculum. Little evidence of progress in French /skill/s, either /oral/ or written, in traditional programs.
4. Survey of opinions indicated that /second language/ programs were being accepted and supported by both French and English teachers. Principals tended to be uncertain about benefits.

*Conclusions:*

Grade 1 IFP has had no detrimental effects on linguistic development, nor has it increased the incidence of /learning disabilities/.

*Special Features:*

1. /Bibliography/, pp. 211-220
2. /Research review/, pp. 4-20

*Tests Included in Document:*

/Second Language Learning Eval/uation Questionnaire

*Tests Used in Research but not Included in Document:*

/Canadian Lorge-Thorndike/ Intelligence Tests; /Canadian Tests of Basic Skill/s; /Tests de Rendement/; /Illinois Test of Psycholing/uistic Abilities; /Word Association Skills Test/; /Peabody Picture Vocabulary/ Test; /Story Creation Skills Test/; /Vineland Social Maturity Scale/; /Pupil Rating Scale/; /Lorge-Thorndike Intelligence/ Test, Level One, /Metropolitan Achievement Test/s, Primary I Battery and Primary II Battery; /Slingerland Screening Test/s for Identifying Children with Language Disability

Related Records: ON00026; ON00562; ON00563

Contracting Institution: University of Ottawa; Ottawa Roman Catholic Separate School Board

Availability: MF - $2.00(together with ON00026); HC - $5.00 from the Ontario Government Bookstore, OISE Publication Sales or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00047**

Armstrong, Alex; Lawton, Stephen B.; Rideout, E. Brock

-- **Ontario Elementary Education Expenditure Patterns, 1970-1973.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 89 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/BOARDS OF EDUCATION/. /Ontario/

/Expenditure/s on /elementary school/s. Effects of controls: expenditure /ceiling/s, 1971

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To determine how Ontario expenditure ceilings, 1971, have affected /equal opportunities/ at the elementary school level, by analyzing operating expenditures in 1970, 1972, and 1973.

*Sample:*

120 Ontario school boards in three categories: /county/, /regional/, /urban/.

*Methodology:*

Data collected from board financial statements for 1970, 1971, and 1972 and principals' reports, September 1972. Data for projected spendings in 1973 based on /Ontario Ministry of Education/ calculations on allowable /expenditure per student/ and on expenditure weighting factors for each board. Data computer analyzed by IBM-370 using Statistical Package for the Social Sciences; statistical correlations; significant differences. Tables; graphs.

*Findings:*

1. Analysis confirmed a declining differentiation of expenditures among Ontario school boards.
2. There was no correlation between educational expenditures and local wealth.
3. There was a significant difference in the priorities given to different factors making up ordinary expenditures: boards with relatively low expenditure per student paid relatively more but absolutely less for instructional /salary/s and /fringe benefit/s than did boards with relatively high expenditure.

*Conclusions:*

1. Expenditure ceilings imposed by the Ontario government (1971) have tended to close the gap between high- and low-spending boards.
2. Problems with spending priorities of low-spending boards could be corrected by the introduction of a new /grant/ weighting factor.

*Special Features:*

/Bibliography/, pp. 85-89

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00048

**Musella, Donald; Selinger, Alphonse; Arikado, Marjorie**

***-- Open-Concept Programs in Open-Area Schools.***

-- Toronto : /Ontario Ministry of Education/, 1975. -- vii, 96 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/OPEN EDUCATION/. /Program/s. /Open plan//school/s
/Implementation/ and /development/
Openness. /Assessment/. Use of Dimensions of Schooling
/Teacher/s. /Inservice/ education

ABSTRACT

*Type of Study:*
Action research; Discursive

*Purpose:*
To describe problems of developing and implementing open concept programs in open plan schools and to suggest solutions; to develop a means for assessing program openness, and to develop inservice programs.

*Methodology:*
/Classroom/ /observation/, /interview/s and small group work sessions provided data for papers defining and describing various aspects of open education.

*Special Features:*
1. /Annotated bibliography/ on open education, pp. 85-96
2. Sample /workshop/s on open education, pp. 29-32

*Tests Included in Document:*
/Dimensions of Schooling/, pp. 14-26

*Notes:*
Final report of same title published by /Ontario Institute for Studies/ in Education, Dept. of Educational Administration, 1973. -- 139 p.

Contracting Institution: Ontario Institute for Studies in Education

Other System: ED 139 111

Availability: MF - $1.00, HC - $2.00 from the Ontario Government Bookstore or OISE Publication Sales

**PUBLISHED REPORT** **ON00049**

Traub, Ross E.; Weiss, Joel; Fisher, Charles; Musella, Donald; Khan, Sar

**-- Openness in Schools : An Evaluation Study of the /Wentworth County/ Roman Catholic Separate School Board Schools : Part 1A of a Two Part Final Report.**

-- Toronto : /Ontario Institute for Studies/ in Education, Educational Evaluation Centre, 1973. -- xiii, 405 p. ( -- /Openness in schools/ ; 1) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/OPEN EDUCATION/. /Separate school/s. /Elementary school/s
  /Assessment/. Use of Dimensions of Schooling
  Effects on /student/ /academic achievement/ and /attitude/s
  Effects on /teacher/ attitudes and /behaviour/
/OPEN PLAN/ SEPARATE ELEMENTARY SCHOOLS
  Students. Academic achievement and attitudes
  Teachers. Attitudes and behaviour

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare schools differing in /program/ openness and architectural type, to develop conceptual framework for open education and /instrument/ for measuring openness.

*Sample:*
18 /suburban/ schools, 85% /English speaking/ (Type I); 12 /inner city/, 30% /English/ as a /second language/ (Type II); major focus on 9 schools (4 open plan (OP), 3 /traditional plan/ (TP), 2 mixed architecture (MA)). All students in grades 3, 6, and 8. 51 OP teachers, 65 TP, 31 MA; 9 /principal/s, 9 /librarian/s. 63 OP /parent/s, 72 TP, 95 MA. Data collected 1971-72.

*Methodology:*
Types I and II schools treated separately. In first phase, program openness assessed; academic achievement of students tested. In major focus of study, schools grouped by openness of program and architectural design. Surveys of principals, teachers, students, parents, and board /administrative/ personnel; /classroom/ /observation/; testing of 8-, 11-, and 13-year- olds. Tables; multivariate analyses of variance and covariance; contingency analyses; rank- order correlations; subjective interpretations.

*Findings:*
1. Inner city schools: academic achievement in less open programs consistently better than in more open ones.
2. Suburban schools: no consistent association between academic achievement and openness of program or architecture; students in more open programs and in OP had more positive attitudes to self and education and more initiative and autonomy than those in less open programs, TP or MA; teachers in OP and in more open programs had more positive attitudes to students, education, /educational/ /innovation/, and teaching profession and exerted greater /influence/ than those with less open programs or in TP
3. In both inner city and suburban schools, teachers in OP had a higher degree of teacher /interaction/ pattern than in TP.

*Special Features:*
Bibliography, pp. 399-405

*Tests Used in Research but not Included in Document:*
/Dimensions of Schooling/; /Progressive Matrices/; /Canadian Tests of Basic Skill/s; /Research Procedures Question/naire; self-made /questionnaire/s and scales; /Day Specific Curiosity Inven/tory; /Nonverbal Test of Curiosity/; /Torrance Tests of Creative/ Thinking; /Russell Sage Social Relations/ Test; /Parental Questionnaire/ (PARQUE)

Related Records: ON00050; ON00051

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00050**

Traub, Ross E.; Weiss, Joel; Fisher, Charles; Musella, Donald; Khan, Sar

-- **Educational Evaluation Instruments : A Resource Booklet of Selected Data-Gathering Procedures for Use in School Evaluation Studies : Part 1B of a Two Part Final Report.**

-- Toronto : /Ontario Institute for Studies/ in Education, Educational Evaluation Centre, 1973. -- 6, 136 p. ( -- /Openness in schools/ ; 2) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/OPEN PLAN/ /SCHOOL/S
  compared with /traditional plan/ schools. /Instrument/
/OPEN EDUCATION/. /Program/s. Elementary schools
  compared with traditional education. Instruments -- Study regions: /Wentworth County/ -- Study examples: /Separate school/s -- For /research/

## ABSTRACT

*Type of Study:*
Methodological

*Methodology:*
Instruments developed for a comparative study of open plan and traditional plan, and open education and /traditional/ /education/ elementary schools in Wentworth County Roman Catholic /Separate School Board/.

*Special Features:*
/Bibliography/ -- 11 items

*Tests Included in Document:*
Self-made student and teacher /questionnaire/s and /observation schedule/s; /Dimensions of Schooling/; /Research Procedures Question/naire; /Pupil Peer Preference Test/; /Nonverbal Test of Curiosity/; Parental Questionnaire

Related Records: ON00049; ON00051

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00051**

Weiss, Joel; Friendly, Martha; Traub, Ross E.; Wain, Olav

**-- Validating and Improving Instruments for Describing Openness in School Program : Part 2 of a Two Part Final Report.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 80 p. in various pagings. ( -- /Openness in schools/ ; 3) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

DIMENSIONS OF SCHOOLING. /Open education/ /program/s. Schools
Use in /assessment/ of openness. Validation -- Study examples: /open plan/ /school/s and /traditional plan/ schools

ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To validate and improve Dimensions of Schooling (DISC), a teacher questionnaire, for assessing openness of programs ranging from /traditional/ /education/ to open education in schools; to develop an observation schedule related to DISC.

*Sample:*
53 self-selected teachers in 5 schools (2 open plan with open program; 1 traditional plan with traditional program; 1 traditional plan with open program; 1 traditional plan with open plan addition and both open and traditional programs) from 3 boards of education. Random subsample of 27 teachers. Data collected January-May 1973.

*Methodology:*
DISC administered to the sample; /classroom/ observation and interviews of subsample. Item analysis; measures of association for DISC and observations and DISC and interviews. Pearson product moment correlation coefficients for individual items, high inference items, and total scores.

*Findings:*
1. Items reporting extent of /cooperative/ /teaching/, /peer/ /group/ assistance, and involvement of /adult/s other than teachers were included in DISC.
2. Mean scores for DISC and interviews for each school were consistent with prior designation of the school's program.
3. Relationships for total scores between DISC and observation schedule, DISC and interview, and interview and observation schedules were moderately positive with correlation coefficients from 0.34 to 0.48 for coefficients involving the same number of corresponding items.
4. Relationship between individual items pointed to some validation; relationships for items of high inference judgment were consistently higher than for those of low inference.
5. Observation schedule was developed for use in further studies.

*Special Features:*
/Bibliography/ -- 12 items

*Tests Included in Document:*
/Dimensions of Schooling/; self-made /observation schedule/ and /interview/ guide

Related Records: ON00049, ON00050

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00052

Nishisato, Shizuhiko

-- **Optimal Scaling and Its Generalizations : I. Methods.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Measurement and Evaluation, 1972. -- 140 p. (-- /Measurement and evaluation of/ categorical data : technical report ; 1) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CATEGORICAL DATA/. /Research/
Analysis. Application of /optimal scaling/

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To describe the derivation and procedure of optimal scaling, a /data analysis/ procedure for categorical data.

*Methodology:*
Formulation of procedures of optimal scaling and applications to polychotomous items; /analysis of variance/, and multivariate extensions. Mathematical calculations.

*Conclusions:*

1. Optimal scaling leads to maximization of the generalized Kuder-Richardson reliability coefficient.
2. Optimal scaling can be applied to data with no external criterion variable.

*Special Features:*
/Bibliography/, pp. 136-140

Related Records: ON00053

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00053**

Nishisato, Shizuhiko

**-- Optimal Scaling and Its Generalizations : II. Applications.**

-- Toronto: /Ontario Institute for Studies/ in Education, Dept. of Measurement and Evaluation, 1973. -- 135 p. (-- /Measurement and evaluation of/ categorical data : technical report ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CATEGORICAL DATA/. /Research/
Analysis. Application of /optimal scaling/

ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To present numerical examples of the application of optimal scaling, a /data analysis/ procedure, to various problems.

*Methodology:*
Mathematical calculations.

*Conclusions:*
1. Current formulation of multivariate analysis of variance (/MANOVA/) through optimal scaling is still tentative, needing further investigation.
2. Other problems to be investigated are the optimal scaling of more than two sets of data, and the application of optimal scaling to statistical analyses of qualitative responses.

*Special Features:*
/Bibliography/, pp. 132-135

Related Records: ON00052

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00054**

Harris, R.C.

-- **An Orientation Program for the Parents and Children of Two Northern Reserves.**

-- Thunder Bay : /Ontario Institute for Studies/ in Education Northwestern Centre, 1973. -- 5 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/VIDEOTAPE/ /RECORDING/S. /Secondary school/s. /Thunder Bay/
Use in /orientation/ of /Canadian/ /Indian/ /student/s and /parent/s

ABSTRACT

*Type of Study:*
Action research; Descriptive

*Purpose:*
To prepare an audiovisual presentation to help Indian students adjust to an /urban/ secondary school.

*Sample:*
5-25 Canadian Indian secondary school students in Thunder Bay; /adult/s and students at /Big Trout/, /Sioux Lookout/ and /Red Lake/. Project conducted during winter and spring 1972-73.

*Methodology:*
Canadian Indian students prepared a 35-minute master videotape of Thunder Bay life and sights with English dialogue. Tapes dubbed in local dialect were sent to various Friendship Centres: Big Trout, Sioux Lookout, Red Lake.

*Findings:*
1. Planning and production of video /program/ was a source of satisfaction to the young Indian students involved.
2. Students appeared to see community more positively after project, which involved the learning of useful technical skills.
3. Some students went on to other projects or further education.
4. Film was not technically good but was well received at reservations and could be used as a model for other projects.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00055**

Brison, David W.; O'Kelly, Barbara; Wilson, Jim

**-- Peterborough Community Involvement Program: Secondary Component - Thomas A. Stewart; Elementary Component - Prince of Wales.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 188 p. in various pagings (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SOCIAL ACTION/. /Curriculum/ subjects. /Secondary school/s. /Peterborough/

/Teaching/. Application of /inquiry training/ and /volunteer/ work in /community/ agencies -- Study examples: /Thomas A. Stewart S.S./ -- Sample population: /grades 11-12/ /student/s

/ELEMENTARY SCHOOL/S. Peterborough

Senior grades. Curriculum subjects: Social action. Teaching. Application of inquiry training and work as /teacher aide/s in /primary grade/s -- Study examples: /Prince of Wales School/ -- Sample population: /grade 7/ students

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To develop commitment in secondary school (SS)students to solution of /social/ /problem/s by involving them directly in various community agencies. To investigate whether such community /problem solving/ skills can be developed in students at the senior elementary school (ES) level.

*Sample:*

25 grades 11-12 students at Thomas A. Stewart S.S. and 29 grade 7 students at Prince of Wales School in Peterborough. Data collected during 1972-73.

*Methodology:*

SS students spent 10 hours a week in community social service agencies, attended 1 work-related class weekly; 4 credits allotted. Evaluation data from structured interviews of agency personnel and parents, student questionnaires, tests on issues, social services. Grade 7 students spent 4 45-minute periods in program consisting of similar inquiry training and assistance to primary teachers. Parent, student, teacher questionnaires administered. Student tasks recorded. Inquiry Criterion Reference test administered before and after program to all grade 7 students. Results compared participating students and control groups. Data included on sample questionnaire.

*Findings:*

1. SS students reached greater level of /maturity/ and were thought by agency personnel to have developed greater commitment to solution of social problems; but they did not develop greater awareness of general community issues than nonparticipants and, while they did well on papers written on agency visited, performed poorly on tests on social agencies in general.
2. ES students in program made 30% gain over controls on inquiry test.
3. Without expert assistance, only exceptional ES teachers could coordinate program's practical and theoretical aspects; some work assigned to students as teacher aides was of dubious merit.

*Conclusions:*

1. Involved students and parents considered both programs useful and beneficial.
2. Future SS programs should be so planned that students see work in broader social context and develop analytical skills.
3. It is possible to introduce such at ES level, but teachers need prior instruction in use of volunteer help. It may be better to expand SS programs at present.

*Special Features:*

Abridged Program of Inquiry Skills Training Built around a Decision-Making Model

*Tests Included in Document:*

Self-made /questionnaire/s, /Constructive Thinking Test/

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Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00056**

Williams, D.M.L.; Darbyshire, J.O.; Campbell, S.M.

**-- Play Patterns in Young Hearing-Impaired Children in Ontario.**

-- Kingston : /Queen's University/, Dept. of Otolaryngology, 1973. -- 88 p. in various pagings (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/AURALLY HANDICAPPED/ /STUDENT/S. /Elementary school/s and /nursery school/s

/Play/ and /social/ /development/ compared with that of normal students -- Study regions: /Belleville/ and /Ottawa/

## ABSTRACT

*Type of Study:*

Pilot

*Sample:*

First experiment: 45 hearing-impaired students, aged 3-8, from the /Ontario School for the Deaf/ in Belleville, /Centennial P.S./ in Ottawa, and the experimental nursery at /Carleton University/, Dept. of Psychology, Ottawa. Second experiment: 9 hearing-impaired students, aged 4-5, 6 male, 3 female, matched with 9 normal students according to age and sex.

*Methodology:*

In first experiment 226 hours were spent on /observation/ of students; /parent/ questionnaires administered. In second experiment, 3 18-minute periods of structured play were observed of the following groupings: deaf with deaf, deaf with hearing, hearing with hearing. Videotape and direct observation used. Tables; significant differences.

*Findings:*

1. Most hearing-impaired students were found to be retarded in their play development on average by about 18 months when results were compared with normative data.
2. Hearing-impaired students rated highest on /motor/ play and lowest on games.
3. Hearing-impaired students were retarded on social development and tended to play in isolation.
4. /Socioeconomic/ /background/ had a marked effect on students' play.
5. There was more /interaction/ when hearing students played with hearing students, than when hearing-impaired played together. Least interaction took place when hearing and hearing- impaired played together.
6. /Adult/ direction improved students' play.

*Conclusions:*

1. Improved /facilities/ for play activities are needed in schools for hearing-impaired.
2. Teachers need to be trained in play direction. This would also improve relationships between hearing and hearing-impaired students and help the integration of these two groups.

*Special Features:*

1. /Literature review/, pp. 4-39
2. /Bibliography/ -- 48 items

*Tests Included in Document:*

Self-made /questionnaire/

Contracting Institution: Queen's University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00057**

Durlak, Jerome T.; Lehman, Joan; McClain, Janet

**-- The School Environment : A Study of User Patterns.**

-- Downsview : /York University/, Division of Social Sciences, 1973. -- 40, 35, 13 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ELEMENTARY SCHOOL/S. /Metropolitan Toronto/

/Open plan/ and /traditional plan/ /school/s. /Architecture/, /educational/ /facilities/ and /equipment/. /Evaluation/ by /student/s and /teacher/s

## ABSTRACT

*Type of Study:*

Discursive; Descriptive

*Purpose:*

To study the physical /environment/ of open and closed schools, including school architecture and equipment, as perceived by teachers and students. Intended for a general audience, particularly the users and builders of schools.

*Sample:*

833 students, 265 teachers and /principal/s of 4 traditional plan and 8 open plan elementary schools in Metropolitan Toronto area. Data collected in 1971 by Study of Educational Facilities, Metropolitan Toronto School Board.

*Methodology:*

/Secondary analysis/ of student and teacher questionnaires and 1,874 classroom observations. Tables; data arranged by high, medium, low /activity/ schools or by open and traditional schools; significance test.

*Findings:*

1. Principal had greatest influence on school environment, but teachers and students did have a greater say in high activity schools.
2. Teachers had to be committed to the open concept and teachers and students had to be included in the /decision making/ process for /open education/ to be successful. These factors were of greater importance than architectural openness.
3. Teachers in open plan schools suffered from lack of /privacy/ and high /noise/ levels.
4. The majority of teachers were not very critical of their surroundings.
5. Teachers and students rarely modified /classroom/ surroundings.

*Conclusions:*

Continuous training programs are needed for teachers working in open plan schools.

*Special Features:*

'The Can Opener,' a handbook on open education

*Tests Included in Document:*

Self-made /questionnaire/s and classroom /observation schedule/

*Notes:*

Secondary analysis of data of the E5 study conducted by the Study of Educational Facilities, Metropolitan Toronto School Board.

Related Records: ON00335; ON00340

Contracting Institution: York University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00058**

Ontario Institute for Studies in Education. Science Objectives and Test Items Pool Project
**-- Selected Biology Behavioural Objectives and Test Items for Grades 4-6.**
-- Toronto: /Ontario Institute for Studies/ in Education, Office of Field Development ; Dept. of Curriculum, 1973. -- 190 p. (
-- /Science objectives and test/ items pool project) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/BIOLOGY/. /Curriculum/ subjects. /Grades 4-6/
/Cognitive/ /objective/s and /criterion referenced/ /test/s -- /Handbook/

ANNOTATION

A handbook for teachers of junior life sciences containing specific learning objectives and pertinent test items. Objectives and test items were collected from available sources and screened by experts for technical adequacy, scientific significance, and educational appropriateness. The 153 /behavioural/ objectives are grouped under the following headings: plants, animals, and the environment; identification and classification of plants and animals, systems, parts, processes, and functions of plants and animals. The sample test items for each objective are in various forms: true-false, sentence completion, and multiple choice. Included is a list of 6 other sources of science objectives.

*Notes:*
Project Director: /Campbell, Douglas C./

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00059**

Stern, Hans H.; Swain, Merrill; McLean, Leslie D.; Friedman, R.J.; Harley, Birgit; Lapkin, Sharon
-- **Three Approaches to Teaching French : Evaluation and Overview of Studies Related to the Federally-Funded Extensions of the Second Language Learning (French) Programs in the Carleton and Ottawa School Boards.**
-- Toronto : /Ontario Ministry of Education/, 1976. -- 138 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/BILINGUAL/ /SCHOOL/S. /Secondary school/s. /Ottawa/ and /Carleton County/
  /Curriculum/ subjects: /French/ /language/. /Academic achievement/ of /English speaking/ /student/s
/IMMERSION/ /PROGRAM/S. French language. /Primary grade/s. Ottawa and Carleton County
  Effects on academic achievement of English speaking students
IMMERSION PROGRAMS. French language. /Grades 6-8/. Ottawa and Carleton County
  Effects on academic achievement and /attitude/s of English speaking students

## ABSTRACT

*Type of Study:*
Descriptive; Research review

*Methodology:*
The report presents an overview and evaluation of research projects undertaken between 1973 and 1975 in some of the schools in the Ottawa-Carleton region. The three approaches tested were /core/ French, extended French, and immersion French programs. They involved three broad alternatives: the amount of /time/ devoted to French, the treatment of French as a subject, or French used as a medium of instruction. Many variations were tried within each alternative. A brief description of the /experimental/ programs is given, followed by an analysis of the main issues involved, and a discussion of the research designs used in evaluating the programs. The findings for each program are reviewed, and some general observations made on the overall Ottawa-Carleton project. Tables.

*Special Features:*
1. /Bibliography/ -- 46 items
2. List of French Learning Materials, pp. 131-138
3. Classified List of Tests, pp. 23-25

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s; battery of tests

Related Records ON00101; ON00147; ON00563; ON00564

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $1.00; HC - $2.50 from the Ontario Government Bookstore, OISE Publication Sales, or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**PROCESSED REPORT** **ON00060**

Babin, Patrick; Pogue, Paul; Knoop, Robert

-- **Recommendations for Intermediate Division Mathematics in Ontario, Based Upon a Study of Local and International Programs.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 180 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/INTERMEDIATE GRADE/S. Ontario
/Curriculum/. /Mathematics/

## ABSTRACT

*Type of Study:*
Descriptive

*Methodology:*
Local, national, and international mathematics programs intended for 12-15 year old students were reviewed and used as a basis for making recommendations for intermediate division mathematics in Ontario. A curriculum model adapted to school mathematics was developed as a rationale for this study. Five variables were considered: goals and /objective/s, program content, learning experiences, approaches and methods, and /evaluation/ procedures.

*Conclusions:*
1. The major goal of intermediate mathematics education should be to provide students with /mathematical concept/s, facts, and /skill/s that develop their ability to think logically and enable them to function effectively in a technological society.
2. Programs should emphasize /statistics/ and /probability/, flow charts, /computer/ awareness and programming techniques, relations and functions, transformations, /measurement/, and /trigonometry/; and they should delete division of polynomials, factoring, rational algebraic expressions, and complicated word problems.
3. Learning experiences should be varied and stress relevant, real world, interdisciplinary and application-oriented problem solving activities and the use of mathematical models, puzzles, flow charts, and calculators.
4. The /problem solving/ approach should be the dominant approach in intermediate mathematics education, coupled with /teaching method/s that are varied and that emphasize an activity- centred learning process.
5. Evaluation of a mathematics program should be a continuous, ongoing process, employing a variety of methods that will result in an evaluation profile which strongly emphasizes doing, experiencing, and participation.

*Special Features:*
1. Content Matrix, pp. 65-84
2. /Bibliography/ -- 99 items
3. Supplementary Bibliography -- 50 items

*Tests Included in Document:*
An /Instrument for the Assessment/ of Instructional Materials

Contracting Institution: /University of Ottawa/

Availability: MF - $2.00; HC - $4.00 from the Ontario Government Bookstore or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario,

**FINAL REPORT (MINISTRY)** **ON00061**

Dawson, D.A.; Dancey, K.J.

**-- A Study of Economies of Scale in the Ontario Public School System.**

-- Hamilton : /McMaster University/, Dept. of Economics, 1973. -- 286 p. in 2 v. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/COST/ /EFFECTIVENESS/. Elementary and secondary /boards of education/. /Ontario/
related to /size/

COST EFFECTIVENESS. /Elementary school/s and /secondary school/s. Ontario
related to size

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To analyze the Ontario public school system as it was in 1970 for the existence of economies of scale.

*Sample:*

Public boards of education (70 elementary, 69 secondary) and public schools in Ontario. Data collected from 1972 to 1973.

*Methodology:*

Cross-section method of analysis used to determine if there is an optimal size of school and an optimal size of board of education. Analysis conducted separately for secondary and elementary boards as well as for major individual cost components: /administration/ costs, plant /maintenance/ and operation costs, /teaching/ costs, quality of education, and total /ordinary expenditure/. Cost-quality process measures and product measures were developed to correct for differences in educational quality as well as to measure their cost-related effects. Tables; graphs.

*Findings:*

1. At the board level, few economies were evident as board size increased. Small cost savings were estimated in instructional and total ordinary expenditure as board size increased to approximately 4,000 students, but beyond this size any cost savings or possible diseconomies were negligible.
2. At the school level, there appeared to be some cost savings as school size increased.

*Conclusions:*

There are few, if any, economies of scale in the boards of education of Ontario.

Contracting Institution: McMaster University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00062**

Alexander, William E.; Farrell, Joseph P.
-- **The Individualized System : Student Participation in Decision-Making.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 125 p. ( -- /H.S.1 studies/) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CREDIT SYSTEM/ (CIRCULAR /H.S.1/). /Secondary school/s. /Ontario/
  Effects on /student government/
  Effects on /student role/ in administrative /decision making/ -- Study examples: /private school/s, /public school/s, and /separate school/s
/HOUSE SYSTEM/. Secondary schools. Ontario
  Effects on student /attitude/s and /behaviour/ -- Study examples: private, public, and separate secondary schools

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
565 principals of Ontario public, separate and private secondary schools (SS). 37 principals, 846 teachers, 2,860 randomly selected students, and 843 student government members from a stratified random sample of 37 SSs. Data collected 1969-72.

*Methodology:*
Questionnaires sent July 1972 to all Ontario SS principals (82.6% responding) to determine incidence and patterns of /student protest/ activities in past 3 years. Another set of questionnaires sent to principals, student government members, students, and teachers from random sample of 37 schools to obtain opinions on student influence in school decisions; these schools also rated for student government effectiveness on 8 items most frequently cited by principals. From random sample of 35 SS grouped by school size, comparisons made between schools with house system (15) and those without (20) to determine influence of house systems on attitudes and behaviour of students. Tables.

*Findings:*
1. More than 50% of Ontario SS experienced 1 or more protest incidents between 1969 and 1972. Although a relatively small percentage of students were activists, the majority approved the specific protests.
2. In general, principals desired only modest changes in student /influence/ in various school decisions; they would like substantial decrease in student influence on political activities and /choice/ of courses. All groups agreed there should be increased student influence over procedures for students /mark/s.
3. Both students and student government members wanted major increases in influence over /school/ /rule/s on /appearance/, privileges, introduction of new courses, and choice of courses.
4. House system has little effect on student participation in various /extracurricular/ /activities/, /student-teacher/ /relationship/s, or student attitudes towards school.

*Conclusions:*
Students need to become more involved in the decision making process, which presents a broad and comprehensive learning experience.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s, included in Final Report

*Notes:*
Final report to Ministry titled Study of Student Participation in Decision-Making in Ontario Secondary Schools. -- Toronto : Ontario Insitute for Studies in Education, Dept. of Educational Planning, 1973. -- 180 p.

Related Records: ON00007; ON00012; ON00023; ON00033; ON00063

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $5.25 from the Ontario Government Bookstore or OISE Publication Sales

**PUBLISHED REPORT** **ON00063**

Traub, Ross E.; Laxer, Gordon; Wayne, Katherine

**-- The Individualized System : Student Social and Achievement Patterns.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 92 p. ( -- /H.S.1 studies/) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CREDIT SYSTEM/ (CIRCULAR /H.S.1/). /Secondary school/s. /Ontario/
  Effects on /academic achievement/ and /social relations/ of /student/s
  Effects on /academic/ /standard/s -- Study examples: /English speaking/ secondary schools

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To discover how the regulations and recommendations outlined in the Ministry of Education's Circular H.S. 1 1972-73 were affecting student social and achievement patterns and standards for student /evaluation/.

*Sample:*
5 English speaking secondary schools selected as representative of contrasting degrees of /implementation/ of the new credit system. Data collected 1972.

*Methodology:*
Scale developed to measure extent to which schools had implemented by autumn 1972 regulations and recommendations of Circular H.S.1 1972-73. Final sample of 5 specifically selected schools in which contrasting levels of responsibility were allowed students in /course/ selection. Verbal and mathematical skill tests administered to year 5 students; questionnaires to students in years 1-3; also to /teacher/s. Interviews held with administrators, a random selection of guidance /counsellor/s, department chairmen, teachers in all subject areas, and students in all years. Tables.

*Findings:*
1. Consideration about future /employment/ and future /educational/ /opportunities/, as well as interest, were the strongest influence on students' selection of courses.
2. There was no evidence of an increase in the number of students who felt isolated because of less /interaction/ with other students under the new /individualized/ system; nor was there an increase in the number of those who had no sense of identification with their school. Most students enjoyed a feeling of /freedom/ from groups and labels that stereotype.
3. Results suggest that the further a school had moved away from the model of the /traditional/ Ontario secondary school of a decade ago, the more relaxed were its standards, although the drop in standards was not directly related to the degree of implementation of H.S.1. The school's philosophy of education and the perception and practices of the teaching staff were influential factors.

*Tests Used in Research but not Included in Document:*
Self-made /test/s and /questionnaire/s included in Final Report

*Notes:*
Title of final report to Ministry: Study of Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. -- Toronto : Ontario Institute for Studies in Education, Educational Evaluation Centre, 1973. -- 266 p.

Related Records: ON00007; ON00012; ON00023; ON00033; ON00062

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $3.00 from the Ontario Government Bookstore or OISE Publication Sales

FINAL REPORT (MINISTRY) ON00064
Huston, Peter H.
**-- A Study of the Value Orientations of Secondary School Chemistry Students in Ontario.**
-- London : /University of Western Ontario/, /Althouse College of Education/, 1973. -- 10 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CHEMISTRY/. /Curriculum/ subjects. /Secondary school/s
Humanistic, theoretical and technical aspects. /Attitude/s of chemistry /student/s compared by /grade level/s, /program/s and /sex/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To compare the attitude of secondary school students towards the humanistic, theoretical, and technical aspects of chemistry.

*Sample:*
All secondary school students of 7 Ontario school boards participated; responses from almost 1,300 students from 18 Ontario secondary schools were analyzed. Data collected 1971-72.

*Methodology:*
Attitude scale administered. Data analyzed by sex, /age/, and level using a fixed effects factorial model. /Analysis of variance/ used. Tables; graphs; F ratio; significance at .01 level.

*Findings:*
1. /Female/ students generally considered humanistic aspects of chemistry more interesting or more important than did /male/ students.
2. Male students considered theoretical aspects more important than did female students.
3. /Grade 13/ students indicated a stronger preference for the theoretical aspects of chemistry than did /grade 12/ students, as did /5-year/ grade 12 students when compared with /4- year/ grade 12 students.
4. No significant difference was found in the technological preferences of 4-year and 5-year students.

*Conclusions:*
1. Theoretical preference of 5-year students may be a reflection of theoretical content in 5- year chemistry program.
2. The assumption of a keen interest in practical aspects of chemistry in 4-year students can be challenged, since 4-year and 5-year groups were not significantly different in this respect.

*Special Features:*
/Bibliography/ -- 6 items

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/

Contracting Institution: University of Western Ontario

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00065**

Denny, J. Peter

**-- Teacher's Handbook of Ojibway and English Mathematical Concepts.**

-- London : /University of Western Ontario/, 1973. -- 9 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICAL/ /VOCABULARY/. /Ojibwa/
/Semantic/s compared with /English/ mathematical vocabulary

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
Report is a descriptive outline intended for researchers.

*Methodology:*
Ojibwa mathematical terms are described using semantic analysis and are compared with English terms. Concepts described are /number/s and number operations, measurement, and spatial concepts. Important features of Ojibwa described are: the compulsory classification of many things if they are enumerated (e.g., pencil classified as sticklike object); and the importance of natural approximate shapes, such as protrusion, over man-made exact shapes such as a cylinder.

*Conclusions:*
1. Descriptions of concepts can be converted into /curriculum/ materials for teaching mathematics in Ojibwa. Special workshops for teachers would be needed for this purpose.
2. Such a program would be the most suitable way to teach Ojibwa students who speak little English. It would also serve to preserve the Ojibwa /cultural/ heritage.

Contracting Institution: University of Western Ontario

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00066

Eardley, B.R.

-- **Three Approaches to Human Relations Training and Their Effect Upon Counsellors-in-Training.**

-- Toronto : /University of Toronto/, Faculty of Education, 1973. -- 58 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/COUNSELLOR/S

/Interpersonal/ competence and /self actualization/. Effects of /sensitivity/ /training/: /encounter/ /group/s, /seminar/s and /T group/s

## ABSTRACT

*Type of Study:*

Comparative; Experimental

*Purpose:*

To compare the effect of three approaches to /human relations/ training - encounter group, instrumental T group, and counselling seminar groups - on counsellor trainees.

*Sample:*

Random sample of 60 /teacher/s from 1972 class in /guidance/ counselling at the Faculty of Education, University of Toronto. Data collected from April to August 1972.

*Methodology:*

Counselling trainees assigned to six groups of ten, matched for sex, age, teaching level; two groups used encounter group approach, two the instrumental T group, and two the counselling seminar. Pretest and posttest data were taken from two sample /student/ /interview/s given by trainees before and after training and from Personal Orientation Inventory and Carkhuff /attitude/ scales. Also a log of group /experience/s was kept before and after program, and evaluative questionnaire administered. Tables; means; significant differences.

*Findings:*

1. All groups demonstrated significant growth in self actualization as tested by Personal Orientation Inventory, but no significant difference was found among the groups.
2. No significant change was found for any of the groups in interpersonal /effectiveness/ as measured by Carkhuff scales.
3. Comparison of student interviews held by counsellor trainee before and after training gave no conclusive results.
4. Group /leadership/ was the important issue to emerge from student questionnaire, as was the general value of group experience.

*Conclusions:*

Human relations training should remain an integral part of counsellor training program. Care should be taken in choice of group leaders.

*Special Features:*

/Bibliography/, 10 p.

*Tests Included in Document:*

Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*

/Personal Orientation Inventory/; /Carkhuff Scale/s

*Notes:*

Previous title: The Effects of Two Methods of Human Relations Training on Self Actualization Related to Three Conditions of a Counselling Relationship: Namely, Empathy, Respect and Immediacy.

Contracting Institution: University of Toronto

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00067**

Hoge, Robert D.

**-- Academic Performance as a Function of the Interaction of Teaching Style and Pupil Personality.**

-- Ottawa : /Carleton University/, Dept. of Psychology, 1974. -- 69 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s
related to /attention/, /IQ/, /sex/, /social/ /characteristic/s, /student-teacher/ /relationship/, and /anxiety/ on /test/s -- Study regions: /Ottawa/ -- Sample population: /grades 2-4/ students

ANXIETY. Students. Elementary schools. Anxiety on tests related to student-teacher relationship -- Study regions: Ottawa -- Sample population: /grades 3-4/ students

## ABSTRACT

*Type of Study:*

Experimental

*Purpose:*

To study: the relationship between teacher supportiveness, student /personality/, and task performance, and the relationship between attentiveness and achievement.

*Sample:*

I: random sample of 36 male and 36 female grades 3-4 students from 6 classes in 2 elementary schools of the /Ottawa Board of Education/

II: 104 grades 2-4 students from 3 elementary schools of the Ottawa Board of Education. Schools represented lower and lower-middle class, and middle and upper-middle class populations.

*Methodology:*

In both studies a battery of tests measured IQ, anxiety rating, social desirability, and achievement. In I, 10 problems adapted from McGraw-Hill Attribute Games and Problems Kit were performed by students with teacher in supportive or nonsupportive roles. In II, students were observed and rated for student-teacher /interaction/ and attentiveness. Variables correlated; means; significant differences; tables.

*Findings:*

1. In I, contrary to expectations, students' anxiety level increased in the supportive teaching situation. Test anxiety and social desirability predicted performance of learning tasks.
2. In II, no significant correlation was found between student attentiveness and academic achievement, nor was a significant relationship found between academic achievement and sex of subjects.

*Conclusions:*

1. The poor performance of the highly anxious student relates to an inability to attend to task demands. Provision of /adult/ support thus tends to interfere rather than improve performance.
2. Manipulation of /classroom/ /behaviour/s needs to be approached with care. Different changes may only improve certain types of achievement, e.g., role learning.

*Special Features:*

/Bibliography/, pp. 67-69

*Tests Included in Document:*

/Brophy-Good Scale/

*Tests Used in Research but not Included in Document:*

/Canadian Lorge-Thorndike/ Intelligence Tests; /Canadian Tests of Basic Skill/s; /Children's Social Desirability/ Questionnaire, /Jackson-Hudgins Observation/ Schedule, /Test Anxiety Scale for Children/; /Lie Scale for Children/; /Defensiveness Scale for Children/; /McGraw-Hill Attribute Games/ and Problems Kit

Contracting Institution: Carleton University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00068**

Preston, Richard J.

**-- Academic Success for Northern Indian Students.**

-- Hamilton : /McMaster University/, Dept. of Anthropology, 1974. -- 8 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CANADIAN/ /INDIAN/ /STUDENT/S. /Secondary school/s. /Northern region/s
/Academic achievement/. Affecting factors -- Study regions: /James Bay/ -- Sample population: /grade 12/ students

## ABSTRACT

*Type of Study:*
Descriptive; Discursive

*Purpose:*
To study the factors that lead to academic success for Northern Indian students.

*Sample:*
The 12 students who have so far completed grade 12 from one James Bay community. Data collected during 1972-74.

*Methodology:*
/Interview/s of students, supplemented by questionnaires when interview not possible. Interviews with and materials provided by principals, administrators, dormitory supervisors, family members, and friends were also considered.

*Findings:*

1. Important factors in success of Indian students were: /parental/ /influence/ not to fail in a task even if goals were unclear; peer influence to do better than they have done; personal determination when /peer/ /group/ or parental approval no longer given; ability to adapt to academic content far removed from their own background; academic goals becoming life goals of /graduate/s.
2. Technical trainees took exact jobs they were trained for. Academic students became involved in educational work or work with Indian organizations. School became a deficient type of parent.

*Conclusions:*

1. Educational content of schooling for Indians is too narrow and should be broadened. Instruction should be in native language if /first language/ of students.
2. /Primary school/ing must be part of Indian community. Indian students should no longer be separated from their families.
3. A sound, /integrated/ elementary education is the best basis for further education.

*Special Features:*
/Bibliography/ -- 11 items

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/

Contracting Institution: McMaster University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00069**

Anderson, Wolseley W.; Grant, Rudolph W.

**-- The New Newcomers : Problems of Adjustment of West Indian Immigrant Children in Metropolitan Toronto Schools.**

-- Downsview : /York University/, 1975. -- 239 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/WEST INDIAN/S. /Immigrant/s. /Student/s. /Elementary school/s and /secondary school/s. /Metropolitan Toronto/ /Adjustment/ /problem/s. /Cultural/, /educational/, and /social/ aspects

## ABSTRACT

*Type of Study:*

**Descriptive**

*Sample:*

Pilot study: 137 grades 4-13 West Indian students from /Toronto/, /York Borough/, and /East York/. Major study: 688 grades 4-13 (ages 9-20) West Indian students from 40 schools in Toronto, York Borough, East York, /North York/, and /Scarborough/. Comparative group of 174 non-West Indian students from 22-40 schools, with similar ranges in age and grade. Data collected 1972-74.

*Methodology:*

Pilot phase: 90-item questionnaire. Researchers spent six weeks in /West Indies/: Jamaica, Trinidad, Barbados, Guyana, Antigua, and St. Kitts. /Interview/s with school personnel and social workers; curriculum materials collected. Major study: questionnaire revised. Information on basic demographic background; attitudes to, adjustment to, and participation in school work; perceptions and attitudes towards /interpersonal/ /behaviour/ among West Indian, Canadian, and New Canadian students, and among students, teachers, and /parent/s. Interviews with parents on /family/ /background/, /attitude/s to and perception of school, and expectations; with teachers and administrators on /placement/ procedures and knowledge of West Indian school system. Informal visits to schools; observation of students at play.

*Findings:*

1. Main adjustment problems social and cultural; educational problems mainly sociocultural.
2. Both school environment and wider societal milieu marked by /stereotyping/ and racial /discrimination/.
3. Cultural dislocation and deteriorating climate of /race relations/ helped produce student indifference and alienation, contributing to high /dropout/ rates.
4. Many problems resulted from initial placement and determining grade attainment-equivalance, often because of lack of adequate documentation from last school.
5. Considerable lack of knowledge of West Indian school system by Canadian teachers and reciprocal lack of knowledge of Metropolitan Toronto system by West Indian parents, accentuated by little contact between home and school.
6. West Indian parents had high /aspiration/s and made great demands on children for corresponding performance, yet relegated responsibility for education decisions to the school.

*Conclusions:*

1. New Canadian programs could be reconceptualized to include procedures and content to meet needs of English speaking non-Europeans, and West Indian community should be encouraged to become involved.
2. Parents need to be informed about school system and encouraged to visit and participate.

*Special Features:*

/Bibliography/ -- 25 items

*Tests Included in Document:*

Self-made /questionnaire/; Teacher Interview Guide; Parents' Interview Guide

*Notes:*

Previous title: The Adjustment of West Indian Immigrant Children in the Metropolitan Toronto School System

Contracting Institution: York University

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00070

Hunt, David E.

**-- Alternative Approaches in Two York County Secondary Schools.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 134 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SECONDARY SCHOOL/S

/Choice/ by /student/s related to /learning/ /characteristic/s and /location/ of schools

LEARNING CHARACTERISTICS. Students. Secondary schools

related to /open education/ and /traditional/ /education/ -- Study regions: /York County/ -- Study examples: /Aurora H.S./ and /Dr. G.W. Williams S.S./ -- Sample population: /grades 8-10/ students

## ABSTRACT

*Type of Study:*

Action research; Discursive

*Purpose:*

To develop and explain to students, parents and teachers a program providing /alternative/ /educational/ /environment/s to students with differing learning styles by twinning the traditional /program/ of Aurora H.S. (AHS) with the more open environment of Dr. G.W. Williams S.S. (WSS).

*Sample:*

426 grade 8 students in AHS and WSS feeder schools; 467 grade 9 and 391 grade 10 students in WSS, /King City S.S./ and /Stouffville S.S./. Data collected January to March 1972. 469 grade 8 students in AHS and WSS feeder schools, including 175 attending grade 8 in AHS. Data collected January to March 1973.

*Methodology:*

/Orientation/ program on learning styles and AHS and WSS programs was held for parents and students. Paragraph Completion Method used to assess learning styles, designated by conceptual level scores, of grades 8-10 students in 1972 and grade 8 students in 1973. Follow-up /interview/s with students in 1972 on their request. School choice questionnaire filled out by grade 8 students after choice made. In 1973, all students needing structured learning environment were interviewed. Tables.

*Findings:*

1. In 1972, 62% of the 426 grade 8 students chose AHS and 38% WSS.
2. 69% of the 153 students needing structure chose AHS.
3. 79% of the students chose the school closest to home.
4. In 1973, 70% of the 469 grade 8 students chose AHS, 30% WSS; 172 of the 175 grade 8 students in AHS chose to remain there.

*Conclusions:*

1. In 1972, proximity to home played a major part in school choice, while parents and students gave little consideration to learning style.
2. In 1973, the presence of grade 8 students in AHS and their decision to stay there made /evaluation/ of the effect of other variables difficult.

*Special Features:*

1. Aurora H.S. handbook
2. Dr. G.W. Williams S.S. student handbook
3. Hunt, David E. 'Learning Style and Meeting Student Needs'
4. Bibliography, 2 p.

*Tests Included in Document:*

Self-made /questionnaire/ on school choice

*Tests Used in Research but not Included in Document:*

/Paragraph Completion Test/

Related Records: ON00021; ON00071

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00071**

Hunt, David E.; Greenwood, JoAnn; Watson, Nancy; Fehlberg, William; Rosser, Mary

**-- Alternative Approaches in Two York County Secondary Schools.**

-- Toronto /Ontario Institute for Studies/ in Education, 1974. -- 51 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/LEARNING/ /CHARACTERISTIC/S. /Student/s. /Secondary school/s
related to /open education/ and /traditional/ /education/. Evaluation -- Study regions: /York County/ -- Study examples: /Aurora H.S./ and /Dr. G.W. Williams S.S./ -- Sample population: /grade 9/ students

ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To clarify and provide support for the idea of matching the learning /environment/ to the student's learning style and to compare the traditional environment of Aurora H.S. (AHS) with the more open environment of Dr. G .W. Williams S.S. (WSS).

*Sample:*
28 grade 9 students in AHS, 14 needing structure (low conceptual level) and 14 needing little structure (high conceptual level); 15 grade 9 students in WSS, 8 low and 7 high conceptual level. Sample was stratified by ability and was selected to represent males and females proportionately. Data collected May 1973.

*Methodology:*
Data collected by interviews; tabulated under each question.

*Findings:*
1. AHS students perceived secondary school to be less different from elementary school than WSS students, probably because of the presence of grade 8 and lack of older students.
2. Students in both schools mentioned increased self-confidence and greater skill in /interpersonal relation/s as greatest changes in themselves during the school year.
3. In both schools, low conceptual level students had greater initial difficulty.
4. At WSS students had difficulty thinking of a school /rule/; at AHS students thought school rules too confusing and too strictly enforced.

*Conclusions:*
1. AHS is thriving because its program was clearly stated from the beginning; staff was selected on basis of educational philosophy, and it had good support from the board of education.
2. The AHS-WSS twinning program is not successful because WSS program was never defined; there were many changes in leadership, WSS staff was not changed in relation to twinning, and support by the board had been low.

*Special Features*
1. /Bibliography/ -- 11 items
2. Greenwood, JoAnn ; Watson, Nancy. -- 'Degree of /Flexibility/ in Course /Choice/ in Three York County Secondary Schools.'
3. Hunt, David E. -- '/Teacher/ /Assessment/ of Student Learning Styles.'

*Tests Included in Document:*
Self-made /interview/ guides

Related Records: ON00021; ON00070

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00073

Holmes, James M.; Talbot, R.J.

**-- Areas of Co-operation between Secondary and Post-Secondary Teachers of Science.**

-- Ottawa : /Carleton University/, Dept. of Chemistry, 1974. -- 3, 110 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/TEACHER/S. /Curriculum/ subjects: /Natural science/s. /Secondary school/s
/Cooperation/ with /postsecondary/ /science/ teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Approximately equal number of well-qualified people from following groups: college and university teachers; experienced /rural/ secondary school teachers; experienced /urban/ secondary school teachers; university and college /student/s; professionals other than teachers (lay people). Data collected in February and March 1974.

*Methodology:*
/Delphi Method/ was used to gather opinions on desirability and likelihood of occurrence of suggestions expressed by educators and students at the /Eastern Ontario Science Education/ Centre regarding cooperation between secondary and postsecondary teachers. Tables.

*Findings:*
1. Results of survey show support for university provision of consultative services to secondary schools; secondary school use of basic courses of study, i.e., a /core/ /program/; use of academic achievement tests for incoming freshman students.
2. Areas of disagreement between groups were: mandatory training for all science teachers; /exchange/ of teaching personnel; university use of basic courses.

*Conclusions:*
1. There appears to be a lack of /communication/ and effective cooperation between secondary and postsecondary teachers.
2. More /interaction/ on the part of these two groups is needed, especially in devising the curriculum, in order to develop high quality science students at the postsecondary level.

*Special Features:*
Description of Delphi method, pp. 9-11

*Tests Included in Document:*
Self-made /questionnaire/s

Contracting Institution: Carleton University

ISBN 0-8881-023-7

Availability: MF - $1.00; HC - $5.00 from the Ontario Government Bookstore, OISE Publication Sales, or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00074**

Stern, Hans H.; Swain, Merrill; Barik, Henri C.

-- **Bilingual Education Project : Final Report to the Ministry of Education for Funding Period January 1, 1972-April 30, 1973.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 86 p. in various pagings (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ENGLISH SPEAKING/ /STUDENT/S. /Immersion/ /program/s. /French/ /language/
Achievement in French
Academic achievement, /IQ/ and /socioeconomic/ /characteristic/s -- Comparisons with /regular/ programs

ABSTRACT

*Type of Study:*
Comparative; Longitudinal

*Sample:*
In 1971-72 (A), approximately 1,000 /kindergarten/ (K), /grade 1/ and /grade 8/ students in French Immersion (I) and regular (NI) classes at schools in /Ottawa/ (O), /Carleton County/ (CC), /Toronto/ (T), /Elgin County/ (EC), and /Peel County/ (PC). In 1972-73 (B), I and NI students in K and grades 1, 2, 3, 8 and 9 at schools in the various boards; /parent/s of I and NI students at 15 O and 1 T schools; 305 parents of K and grade 1 I and NI students at 3 CC schools, 224 (74%) responding.

*Methodology:*
Curriculum materials developed and distributed to I teachers; workshops held; bibliographies compiled of materials used in K-grade 9 in Ontario, /Quebec/ and /France/. IQ, achievement, psycholinguistic and self concept tests administered to combinations of students in A and B. Parent questionnaire administered. B results under analysis at time of publication. A results are given for K and grade 1 I and NI students at 15 O and 3 CC schools, and for CC parents. Means; percentages; F ratios.

*Findings:*
1. I students in K scored significantly higher on IQ test, Metropolitan Readiness Test and Stanford Early Scholastic Achievement Test (SESAT); significant differences disappeared, except for SESAT /aural/ /comprehension/, when adjustments made for initial age and mental ability. On French Comprehension Test (FCT), I students averaged 68.9 out of 82; NI students averaged 38.0.
2. Grade 1 I students scored near perfect on FCT, NI students scored 56%; NI students scored higher on /English/ word knowledge; no differences in IQ or /mathematics/.
3. I students were older, more highly educated, and more likely to speak some French. I /father/s were in higher occupational categories; I /mother/s were more likely to remain in the home but were more likely to be skilled if working.
4. Both parent groups ranked /educational/ /objective/s similarly. NI parents rated French language /skill/s to be of low importance, I parents rated English and French /listening/ and comprehension and French speaking equally as the most important school activities.

*Special Features:*
1. /Bibliography/ -- 5 items
2. Research schedule for 1975-79

*Tests Used in Research but not Included in Document:*
/Canadian Tests of Basic Skill/s; /Comprehensive Tests of Basic/ Skills; /French Comprehension Test/; /French Language Attitude Scal/e; French Vocabulary Test; /IEA French Listening/ and /IEA French Reading Test/; /Metropolitan Achievement Test/s; /Metropolitan Readiness Test/; /Otis-Lennon Mental Ability/ Test; parent /questionnaire/; /Stanford Early School Achieve/ment Test; /Tests de Rendement/

Related Records: ON00075; ON00194

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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**FINAL REPORT (MINISTRY)** **ON00075**

Swain, Merrill

-- **Bilingual Education Project : Final Report to the Ministry of Education for Funding Period May 1, 1973-June 30, 1974.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 19 p. plus separate appendices. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s.

Late partial /immersion/ programs. Effects on /academic achievement/ and French /achievement/ of /English speaking/ /student/s in /grade 9/

Early partial and total immersion programs. Effects on achievement of English speaking students in /arithmetic/ /English/ and French -- Comparisons with students in /regular/ French /program/s

## ABSTRACT

*Type of Study:*

Comparative: Longitudinal

*Sample:*

In 1972-73 (A), about 1,500 students in /kindergarten/ (K), /grades 1-3/ and /grades 8-9/ in regular English programs (NI) and in early total French immersion programs (TFI) at schools in /Toronto/ (TBE), /Ottawa/ (OBE) and /Carleton County/ (CBE), early partial immersion program (PFI) at schools in /Elgin County/ (ECBE), and late partial immersion program (LFI) at schools in /Peel County/ (PCBE). In 1973-74 (B), about 2,500 students in K, grades 1-4 and 8-10 in TFI, PFI and LFI at schools in TBE, OBE, CBE, ECBE and PCBE and in a K split alternate days immersion program at schools in /Stormont/, /Dundas and Glengarry County/ /Board of Education/.

*Methodology:*

Development of curriculum guides, bibliographies, tests and instruments was continued. Batteries of IQ, achievement and psycholinguistic tests and attitude measures were administered to various combinations of students. B results undergoing analysis at time of publication.

*Findings:*

1. TFI students at the end of K and grades 1-2: performed as well as NI students in English language skills, except for a temporary lag at the end of grade 1; performed as well as NI students in arithmetic; were not retarded in general cognitive development; and were far superior to NI students in French ability.
2. PFI students: performed as well as NI students in arithmetic and English language /skill/s, but fell behind in the latter by grade 2; and exhibited a level of French proficiency commensurate with their exposure to French instruction.
3. LFI students by the end of grade 9 performed as well as NI students in all academic areas and were superior to NI students in all aspects of French language achievement.

*Special Features:*

1. Research plans for 1975-79
2. 38 separate appendices include: 19 papers published, presented or disseminated; curriculum /material/s, and instruments

*Tests Included in Document:*

/Attitude Scale/; /French Comprehension Test/; French Oral Skills Test; /Test of Useful French Vocabul/ary; /Paragraph Writing in English/ and French Tests; /Tests de Lecture/, 2e et 3e anneé

*Tests Used in Research but not Included in Document:*

/Cooperative Arithmetic Test/; /Gates-MacGinitie Reading Test/; /IEA French Listening/, Reading, Speaking and Writing Tests; /Metropolitan Achievement Test/s; /Metropolitan Readiness Test/; /Otis-Lennon Mental Ability/ Test; Peel County Departmental Examinations for English, Mathematics, Science and Social Studies; /Stanford Early School Achieve/ment Test; /Test de Rendement en français/

Related Records: ON00074; ON00194

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00076**

Meyer, John R.
-- **Moral-Values Clarification : A Comparison of Different Theoretical Models.**
-- Toronto : /Ontario Ministry of Education/, 1975. -- v, 141 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MORAL EDUCATION/. /Student/s. /Elementary school/s and /secondary school/s
/Model/s. /Evaluation/: Comparison of models by Abbey, Allen, Borton, Kohlberg, McPhail, Ojemann and Raths-Simon

## ABSTRACT

*Type of Study:*
Action research; Comparative

*Purpose:*,
To evaluate several moral and value education models and apply them to select classes of students from primary to senior secondary levels; to prepare participating teachers by /inservice/ workshops.

*Sample:*
350 students, K-grade 8, in 12 classes; 12 teachers and 3 teacher-administrators selected by social science coordinator from 6 elementary schools. 444 students, grades 9-12, in 15 classes in 5 subject areas (business administration, English, family studies, physical education, social science) and 5 teachers from 5 secondary schools. Data collected during 1973-74.

*Methodology:*
Kohlberg, McPhail, Raths-Simon, Borton, Ojemann, Abbey and Allen models for teaching values were implemented separately or in various combinations in elementary and secondary school classes. Pretesting and posttesting by Kohlberg Moral Reasoning Questionnaire and other personality and attitude scales. Teachers' inservice education was combined with evaluation of materials. Evaluative questionnaire administered. Tables; charts; means and significant differences in some cases.

*Findings:*
1. /Cognitive/-developmental theory by L. Kohlberg as refined by Beck and Sullivan provided the encompassing theoretical framework for other models which were more strategy oriented.
2. No significant change was found in student posttest scores.
3. Teachers require highly structured inservice training. Scarcity of teaching materials for courses was a great problem.

*Conclusions:*
1. Lengthier treatment and longitudinal research design with several posttests would be necessary to achieve more conclusive results.
2. More refined instruments to measure moral development were needed.

*Special Features:*
1. /Bibliography/ of books and teaching aids, pp. 110-141
2. Curriculum Material Analysis, pp. 65-72

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/ included in Final Report; /Kohlberg Moral Reasoning/ Questionnaire; /Early School Personality/ Questionnaire, /Attitudes Toward School/, K-grade 12; /Measures of Self Concept/, K-grade 12

*Notes:*
Final report to Ministry titled: Comparison of Different Theoretical Models of Moral-Vlaues Clarification and Preparation of Teachers in Implementing Them in Grades K-12. -- 1974. -- vii, 152 p.

Contracting Institution: /Hamilton Board of Education/; /Halton Board of Education/

Availability: MF - $1.00; HC - $3.00 from the Ontario Government Bookstore

**PROCESSED REPORT** **ON00077**

Hull, Thomas E.; Holt, Richard C.

**-- Minicomputers and Languages for Computer Studies in Secondary Schools.**

-- Toronto : /University of Toronto/, Dept. of Computer Science, 1975. - 40 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SECONDARY SCHOOL/S

/Curriculum/ subjects /Computer science/ and /data processing/. /Teaching/. Application of /minicomputer/s and programming languages: /SP-k/ compared with /FORTRAN/ -- Study examples: /grades 11-12/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To test recommendations from a previous report for use of small on-site computers for batch processing of student jobs and use of a subset of /PL-1/ language called SP-k in computer studies classes.

*Sample:*
8 teachers and 173 grade 11 and grade 12 students of computer science and data processing in 5 secondary schools using the SP-k language. Data collected 1974-75.

*Methodology:*
Students in the 5 schools used the SP-k language during the 1974-75 school year. A minicomputer was installed in one school providing fast turnaround of student jobs. Another school used the University of Toronto Computer Centre facility, which was about 15 minutes travelling time away. The other 3 schools had access to overnight turnaround service. A 4- page questionnaire was filled out by participating students and teachers to collect their opinions on computer languages, on-site computers, turnaround time, and mark sense cards.

*Findings:*
1. Most of the teachers and students had previously used FORTRAN.
2. After using SP-k, most teachers and students preferred it to FORTRAN.
3. Well designed mark sense cards were found to be suitable for teaching computer studies.
4. The on-site computer provided the advantage of fast turnaround of students' programs as opposed to overnight turnaround.

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
This report tests recommendations from the previous report, ON00119.

Related Records: ON00119

Contracting Institution: University of Toronto

Availability: MF - $0.50; HC - $0.75 from the Ontario Government Bookstore or OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00078**

**Paillet, Jean-Pierre; Morris, L. Robert**

**-- A Computer-Based Language Recorder for Education of the Sensory Handicapped.**

-- Ottawa : /Carleton University/, Faculty of Engineering, 1974. -- 133 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/COMPUTER/S
  Application to /aural/ /training/ of /aurally handicapped/ /student/s
  Application to /editing/ and /reading/ by /blind/ students

## ABSTRACT

*Type of Study:*
Descriptive

*Methodology:*
Off-the-shelf /hardware/ devices were adapted and appropriate /software/ packages were developed. A few new devices were constructed.

*Findings:*
1. A complete library of programs for the extraction of the basic functions of the speech signal used in the training of the deaf has been implemented on a PDP-15 computer system and can easily be transferred to a GT-40 system ($19,000).
2. /Speech/ parameters included are (a) overall sound intensity (volume), (b) fundamental frequency (pitch), (c) vocal tract area function, (d) sound spectrum. Pilot displays of these are available.
3. A reading and editing machine for the blind which converts written English into sound using a digital speech synthesizer has been developed. System delivers high quality speech waves for up to forty users simultaneously. Simulation runs are now available.

*Conclusions:*
Main advantages of the systems described, as compared with other systems, are the entirely software-based, infinitely extensible form and the resultant reasonable cost.

*Special Features:*
Articles on systems described in report, as well as articles on rival systems fulfilling similar functions.

*Notes:*
Progress report for 1973 consisted of a collection of articles: Morris, L. Robert; Paillet, Jean-Pierre. -- 'Computer Speech Synthesis : An Overview.' /Maksym, Joseph N./ -- 'Real-time Pitch Extraction by Adaptive Prediction of Speech Waveform.' Morris, L. Robert; /Gough, Michael J./ -- 'An Economical Hardware Realization of a Digital Linear Predictive Speech Synthesizer.'

Contracting Institution: Carleton University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00079**
Morrison, Frances E.
**-- Longitudinal Validation of a High School Entrance Battery.**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 105 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Grade 9/
Subsequent /academic achievement/. /Prediction/s. /Test/s -- Study regions: /Ottawa/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Sample:*
All students entering grade 9 or level 1 in 4 Ottawa schools in September 1971. Data collected 1971-9175.

*Methodology:*
Schools in sample differed in programs and courses offered, levels of difficulty in subjects, and socioeconomic background of students. One school was on a /semester/ system, and one used /French/-/language/ instruction. Data concerning school records of students in sample were obtained from results of battery of entrance tests, courses taken and marks obtained between September 1971 and January 1975, results of achievement tests administered early in 1975, and responses to a questionnaire both by students still in school in January 1975, and by those who had withdrawn. Tables.

*Findings:*
1. There were varied results from predictor tests used in different schools and with different criterion variables.
2. The general scholastic aptitude test (Henmon-Nelson Test of Mental Ability) tended to be the most effective of the entrance tests in predicting year-end averages.
3. /Age/ and /sex difference/s in school record variables were discovered in several schools, but pattern was not consistent from one school to another.
4. Students who remained in school tended to be younger and to have higher scholastic abilities than those who withdrew; the latter had poorer school records and tended to be in general, rather than advanced level courses.

*Conclusions:*
1. The differences among the schools involved in this study suggest that the school rather than the school system is an appropriate unit to examine.
2. The variation in age and sex differences among schools, and the differences in the predictive validity of various tests in different situations suggest a need for better understanding of criteria for school success.

*Tests Included in Document:*
Self-made Mathematics Achievement Test; self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
/Differential Aptitude Test/s; /Tests Différentiels d'Aptitud/es; /Henmon-Nelson Test of Mental/ Ability; /Test d'Habileté mentale Henmo/n-Nelson, /Diagnostic Test in Mathematic/s - Level 1; /Nelson Reading Test/; /Davis Reading Test/; /Stanford Test of Academic/ Skills: English; /Co-operative English Test/: English Expression; /Test de français langue/ maternelle

Contracting Institution: Ottawa Board of Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00080**

Day, Hymie I.

**-- Curiosity, Creativity, and Attitude to Schooling in Open-Plan and Traditional Schools (Grades 2 to 4).**

-- Downsview : /York University/, Dept. of Psychology, 1974. -- 66 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Open plan/ /school/s. /Elementary school/s

/Academic achievement/, /attitude/s to school, /creativity/, and /curiosity/ compared with that of students in /traditional plan/ schools -- Study regions: /York County/ -- Sample population: /grades 2-4/ students

OPEN PLAN SCHOOLS. Elementary schools

/Program/s. /Openness/ compared with openness of programs in traditional plan schools -- Study regions: York County

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Sample:*

288 grade 2 students in 2 open plan and 2 traditional plan elementary schools, one /urban/ and one /rural/ of each type, administered by York County Board of Education. Original sample reduced to 248 students in grade 3 and 198 in grade 4. Data collected in winter and spring, 1971-72; winter 1972-73; winter 1973-74.

*Methodology:*

Openness of the 4 schools measured by self-made Test of School Openness in 1971-72 and by Dimensions of Schooling in 1973-74. Curiosity, creativity, and attitude to schooling assessed by self-made tests, ability, and academic achievement by standardized tests in grade 2. Creativity, curiosity, and attitude to schooling retested in grades 3 and 4. Academic achievement retested in grade 4. Tables; graphs, significant differences.

*Findings:*

1. There appeared to be real differences in openness between open plan and traditional plan schools.
2. Students in open plan and traditional plan schools showed no significant differences in curiosity, creativity, and academic achievement.
3. In traditional plan schools students expressed a steady deterioration in positive attitude to schooling; this deterioration was less pronounced in students of open plan schools.
4. Creativity in students can be increased by simple instructions to be creative.

*Special Features:*

1. /Bibliography/, pp. 63-66
2. /Research review/ on open plan schools, pp. 3-9
3. Research review on curiosity, pp. 10-12
4. Research review on creativity, pp 13-16

*Tests included in Document:*

Self-made tests of curiosity, creativity, and attitude to schooling; /Test of School Openness/

*Tests Used in Research but not Included in Document:*

/Dimensions of Schooling/; /Canadian Cognitive Abilities/ Test, Primary II; /Metropolitan Achievement Test/s, Primary II and Elementary Battery

*Notes:*

Supersedes the 1973 edition of the report, covering grades 2-3

Contracting Institution: York University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00081

Harris, R.C.

**-- Assessment of Graduate Work in Guidance and Counselling Leading to Certification in Ontario.**

-- Thunder Bay : /Lakehead University/, 1975. -- 31 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/COUNSELLOR/S. Schools

/Education/. /Program/s: comparison of programs in /Ontario/, rest of /Canada/, and /U.S.A./

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Purpose:*

To review counsellor education programs in all Canadian /university/s, and in a selection of American universities, in order to ascertain general program patterns and areas of equivalence with Ontario programs; to develop a convenient model for updating program information and to facilitate the assessment of transcripts.

*Sample:*

All universities in Canada and a selection of 20 universities in the United States which offer programs in /guidance/ and counselling. Data collected 1975.

*Methodology:*

The Ontario Ministry of Education programs leading to certification in guidance and counselling are described and outlined. All Canadian universities were considered essential to the sample; 20 American universities were selected from a list of those most frequently attended by Ontario counsellors. Material was collected by means of correspondence and organized on the basis of an original questionnaire developed for the Canadian Guidance and Counselling Association. Calendars and published programs of the universities in the sample provided general information. The data were analyzed on the basis of a model that was developed, consisting of a checklist of factors considered essential and enriching for counsellor education.

*Findings:*

1. Most /graduate/ programs met the basic academic requirements for /certification/ in Ontario.
2. There were differences among counselling programs in the focus on /research/ and writing or practical experiences.

*Conclusions:*

A minimal checklist of factors should be established to provide standards which will ensure that candidates for certification in Ontario have a background of training compatible with the educational programs of the province.

*Special Features:*

1. Checklist of Minimal Factors to be considered
2. /Bibliography/ -- 7 items
3. Lists of Canadian and American universities surveyed

Contracting Institution: Lakehead University

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PRELIMINARY REPORT** **ON00082**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project
**-- Primary Division : Experiences with Sets and Numbers, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry.**
-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Measurement and Evaluation, 1974. -- 202 p. ( -- /Curriculum series/ ; 20) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Primary grade/s
/Criterion referenced/ /test/s: /Mathematics Evaluation Mater/ials Packages - Manuals

## ANNOTATION

Intended to aid teachers in /evaluation/ of /academic achievement/ in mathematics by providing test items on /K-grade 3/ level relating directly to specific /learning/ /objective/s. Designed for classroom use in an educational system encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose-leaf manual contains a list of teaching objectives at the beginning of each section, followed by test items organized under appropriate objectives. Test items are of three types - activity, oral, and written. Includes a /bibliography/ of 23 items on criterion referenced tests and a bibliography of 64 items on primary mathematics.

Related Records: ON00124

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available as part of a set from OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00083**

Systems Dimensions Ltd. Systems Research Group
**-- Curriculum Guideline Implementation Evaluation.**
-- Toronto : /Systems Dimensions Ltd./, Systems Research Group, 1974.-- 993 p. in 4 v. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CURRICULUM/. /Elementary school/s and /secondary school/s. /Ontario/
/Guideline/s by the /Ontario Ministry of Education/. /Implementation/. /Evaluation/ - Manual

## ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Purpose:*
To devise a system whereby the Ministry of Education could perform an ongoing evaluation of the implementation of its curriculum guidelines.

*Sample:*
21,000 educators in Ontario; responses from 50.2%. Data collected 1972-74.

*Methodology:*
The first part of the project was involved with the formulation of the initial conceptual design and the testing of alternative techniques. Later, an extensive field test was carried out to determine the best methods of collecting data from educational personnel in the province. Questionnaires were sent out to French and English educators to gain information concerning eighteen guidelines and courses of study. The data collected are in the Standard Reports and include information on the distribution and viability of the guidelines, as well as their impact on the students. Tables.

*Findings:*
1. Of 9,085 respondents, 2.8% did not receive a guideline.
2. Of 5,917 teacher respondents, 48.5% were of the opinion that the guidelines encouraged student exposure to a greater variety of topics.
3. Of 12,781 teacher respondents, 15.7% received supplementary materials related to a guideline from other teachers.
4. Among 6,826 teacher respondents, the most frequent responses indicated that the eighteen publications were moderately useful as: (a) a guide for formulating an approach to teaching; (b) a source of materials for course preparation; (c) a basis for /curriculum development/; and (d) a course of study to follow.
5. Of 1,232 teacher respondents, 61.7% indicated that they developed curriculum from resources other than the guidelines.

*Conclusions:*
The Multi Year Operations Manual represents the final product of the project. It gives details as to how evaluations may be replicated and combined with the present data base to determine the effect of changes in guideline procedures, and it also presents the technical and mechanical aspects of evaluation.

*Special Features:*
1. Standard Reports
2. /Multi Year Operations/ Manual

Contracting Institution: Systems Dimensions Ltd., Systems Research Group

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00084**

Macleod, Betty B.; Shakeel, Sabir

**-- The Development of Improved Bases for Forecasting School Age Population Throughout Ontario : A Study of Demographic Components : Report for Year 1.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- 138 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ENROLMENT/S. /Student/s. Schools. /Ontario/
  /Projection/s. Application of /birth rate/ and /migration/ projections

ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To improve assumptions built into demographic projections, specifically those relating to fertility and migration.

*Methodology:*
Percentage of change in fertility rates by age groups and Ministerial regions of Ontario calculated for period 1966-71 by reference to Ontario Vital Statistics, 1971 and Census of Canada 1971 and 1966. Life table survival rates method used to estimate intercensal net migration by age and sex for counties of Ontario, 1966-71. Population projections by county to 1996 and for single years of age until 1976 by application of /Sprague's Multiplier/s. Tables.

*Conclusions:*
1. Projections are based on the unrealistic assumption that the age specific rates for fertility, /mortality/, and net migration of the period 1966-71 will continue until 1996. Projections can be further refined by anticipating directions of change or by periodic revision of program on basis of evidence of changed rates derived from sources of demographic data.
2. Population projection by single years of age is limited to 1976 since error increases for distant years.

*Notes:*
Conference paper based on study : Macleod, Betty; Shakeel, Sabir; /Wolfe, Richard G./ -- 'Searching for a Description of Net Internal Migration Among Counties of Ontario,' -- August 20, 1974.

Related Records: ON00085

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00085

Macleod, Betty B.; Shakeel, Sabir

-- **The Development of Improved Bases for Forecasting School Age Population Throughout Ontario : A Study of Demographic Components : Report for Year 2.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1974. -- v, 180 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/POPULATION/. Counties. /Ontario/
/Birth rate/, /marriage/ rate, /immigration/, and /mortality/
Birth rate and marriage rate related to /age/

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To analyze differential fertility and rates of natural increase and reproduction; to examine changes in marriage patterns in relation to fertility; to analyze changes in life expectancy and mortality and examine data on interprovincial migration for counties in Ontario, 1966-71; and to project county population by one year age groupings to 1966.

*Sample:*
Census of Canada, 1971; 1966. Ontario Vital Statistics, 1971.

*Methodology:*
Percentage of change in fertility rates computed by county for periods 1956-61, 1961-66, 1966-71. Age specific fertility rates and marriage rates computed. To compensate for errors in population projections based on assumption of constant rate of migration, mathematical formulae were fitted to net migration estimates to allow for systematically changing rates. Population projections, based on assumptions of constant age specific fertility and mortality at the 1971 county level and net migration by age and sex at rates for counties over census period 1966-71, were generated on component basis at the county level and summed up across the province. Tables.

*Findings:*
1. Over the period 1966-71 there was a general decline of about 20% in fertility in Ontario.
2. Fertility decline was lowest for the peak years of childbearing, 20-30; in some regions fertility increased in either age groups 20-24 or 25-29.
3. Fertility declines of 30% or more were general for women over 30 years of age for most counties and districts.
4. Number of marriages in relationship to whole population had increased in 1966-71; however, age specific marriage rates indicate that the likelihood of a first marriage had decreased for both sexes and across all age groups in 1971.
5. By 1971, life expectancy in Ontario was 70 years for males and 77 for females; life expectancy for females of all ages continued to be higher than for males of corresponding age.

*Conclusions:*
Population projections need further refinement by adjustment of migration rates, for which mathematics formulae are being worked out, and by providing more detailed projections useful for educational planners.

*Notes:*
Conference paper based on study : Macleod, Betty ; Shakeel, Sabir ; Wolfe, Richard G. -- 'Searching for a Description of Net Internal Migration Among Counties of Ontario.' -- August 20, 1974.

Related Records: ON00084

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00086**

Ryan, Doris W.; Greenfield, T. Barr

-- **The Class Size Question : Development of Research Studie Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- xi, 342 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CLASS SIZE/. /Elementary school/s and /secondary school/s. /Ontario/
/Research/ proposals
/STUDENT/S. Elementary schools and secondary schools. Ontario
ratio to /teacher/s
TEACHERS. Elementary schools and secondary schools. Ontario
/Workload/s

ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Sample:*
Various groups of elementary and secondary school teachers, trustees, school board officials, and Ontario Ministry of Education officials. Data collected in 1973-74.

*Methodology:*
Questionnaire and discussion with groups of teachers, trustees, school board officials, and officials of the Ministry. Analysis of data on class size, student-teacher ratios, and teacher workloads in Ontario. Review of research on class size; outline proposal of research on class size needed in Ontario. Tables.

*Findings:*
1. Adequate, comprehensive data on class size in Ontario are not available; findings are tentative: (a) provincial /student-teacher/ /ratio/s for both elementary and secondary schools have been declining over a period of years, but are stabilizing currently; (b) although the provincial secondary ratio is still lower than the elementary, the difference is decreasing; (c) student-teacher ratios vary greatly among boards.
2. No specific study of class size finds strong support from all groups consulted; kinds of studies supported depend on what aspect of the class size problem the particular group finds most important and what it perceives as the most likely resolution of the problem.
3. Greatest agreement is on need for studies on effect of class size and other aspects of school organization on students, teaching methods, and teacher workload.

*Conclusions:*
Descriptive, descriptive-interpretive, evaluative, analytical, and experimental research is needed to examine various aspects of school organization and educational process.

*Special Features:*
1. /Bibliography/. pp. 335-342
2. /Research review/. pp. 170-225
3. Review of /Olson, Martin N./ study on quality of education and /Indicators of Quality/, pp. 211-220
4. Focus of Class Size Studies, pp. 324-327
5. Design of /academic achievement/ studies, pp. 330-333

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/ on possible studies on class size included in Final Report

*Notes:*
Final report to Ministry titled: Development of Research Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios. Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Administration, 1974. -- ix, 374 p.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - $5.00 from the Ontario Government Bookstore or OISE Publication Sales

FINAL REPORT (MINISTRY) ON00087

Isabelle, Laurent A.; Lokan, Janice J.

**-- Differential Validities for Shop Courses : Proposal A, Cross-validation of Earlier Results.**

-- Ottawa : /University of Ottawa/, Faculty of Psychology, 1972. -- 43 p. ( -- /Differential validities for sh/op courses ; 1) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. Vocational /school/s
/Test/s. Battery. /Validation/ -- Study regions: /Ottawa/ -- Study examples: /Highland Park H.S./

## ABSTRACT

*Type of Study:*
Methodological; Longitudinal

*Purpose:*
To develop a validated guidance test battery to aid vocational education students in selection of /occupation/s.

*Sample:*
Validation sample: 258 first-year students at Highland Park H.S., Ottawa. Data collected fall 1969 and June 1970. Cross-validation sample: 291 first-year students at Highland Park H.S. Data collected fall 1970 and June 1971.

*Methodology:*
In validation phase, predictor battery consisting of 13 tests measuring academic, verbal, mathematical, clerical and mechanical aptitudes, eye-hand coordination, general motor ability, vocational interests, and occupational preferences administered to students. Criterion data of /mark/s in academic and shop subjects, the latter grouped in four clusters for each sex, and of /satisfaction/ scores collected in June. In cross-validation phase, tests in predictor battery were modified and two were eliminated. Intercorrelations between predictor and criterion variables for /male/s and /female/s; differential correlation coefficients between various criterion weights. For cross-validation data, differential validities within and across samples by two sets of regression weights. Tables.

*Findings:*
1. Differences in /academic achievement/ and /shop/ achievement can be predicted with some success for both sexes.
2. For females, /typewriting/ can be differentiated moderately well from other shop clusters, and /personal grooming/ from domestic tasks.
3. For males, it is difficult to predict differences in performance in pairs of shop clusters; exception is mechanical tasks as compared to construction and miscellaneous tasks.

*Conclusions:*
1. Validity coefficients are reasonably stable since they were supported by cross-validation.
2. For counselling purposes the absolute and differential validity coefficients would have to be processed either in the form of single-entry and double-entry experience tables or a computer routine for producing a separate report for each student.

*Special Features:*
/Bibliography/ -- 11 items

*Tests Used in Research but not Included in Document:*
Self-made tests of occupational preferences, clerical aptitudes, and eye-hand coordination; /Highland Park Mathematics Test/; /Western Motor Ability Test/; /Mathematics IXF/; /Vocational Interest Inventory/; /IPAT Culture Fair Intelligence/ Test; /Differential Aptitude Test/, Mechanical Reasoning; /Nelson Reading Test/

Related Records: ON00088; ON00089

Contracting Institution: University of Ottawa

Availability: MF - $0.50; HC - $2.00 (together with ON00088) from the Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario, K2P 0P9

**PUBLISHED REPORT** **ON00088**

**Isabelle, Laurent A.; Lokan, Janice J.**

**-- Differential Validities for Shop Courses : Proposal B, Follow-up of Subjects' Work Experiences.**

-- /Ottawa Board of Education/, Research Centre, 1973. -- 159 p. in 2 v. ( -- /Differential validities for sh/op courses ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/EMPLOYMENT/ /EXPERIENCE/. /Student/s. /Vocational/ students
related to /ability/ and /achievement/ -- Study regions: /Ottawa/ -- Study examples: /Highland Park H.S./

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To study the relationships between aptitudes preceding training, achievement during training, and subsequent employment experience of a group of vocational education students; to document the educational and employment experience of a cohort of low academic ability students over a period of 3 years beginning with entry into secondary school.

*Sample*

359 students who had started Highland Park H.S. in September 1969 (Group 1, 287 students who had taken a battery of guidance tests in 1969 and Group 2, 72 students who did not write all tests); 1,160 students (Group 3) who started Highland Park in September 1967 and 1968. Data collected from February 1972-March 1973.

*Methodology*

Mailed questionnaire to whole sample; 597 returned. Personal interviews with cross-section of sample and employers of working respondents. Follow-up interview of respondents from Group 1 after 6-8 months. Tables.

*Findings*

1. 49% of respondents of Group 1 and 72% of Group 3 reported that they had received a Certificate of Training at end of second year.
2. Respondents in all groups came from full range of /shop/ courses.
3. Among Group 1, /typewriting/, /personal grooming/, /upholstery/,and /welding/ produced noticeably more graduates than nongraduates.
4. 35% of Group 1 and 19% of Group 3 were unemployed at time of survey; 14% of Group 1 and 5% of Group 3 had never worked since leaving school.
5. About 40% of all respondents found their training of no use in present job; 64% of interviewed students (n = 123) felt the vocational program had prepared them well enough for getting a job.
6. 41% of the employers judged the occupational program as good preparation for types of jobs held by students in their firms.
7. Ratings of job success were not available for large enough sample to perform multiple regression analyses.
8. Second year academic and shop /mark/s were almost as predictable as first year marks.

*Special Features:*

1. /Bibliography/, pp. 107-108
2. /Research review/, pp. 4-5

*Tests Included in Document:*

Self-made /questionnaire/s and /interview/ guides

Related Records: ON00087; ON00089

Contracting Institution: University of Ottawa

Availability: MF - $1.50; HC - $2.00 (together with ON00087) from the Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario. K2P 0P9

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**PUBLISHED REPORT** **ON00089**

Lokan, Janice J.

**-- Further Cross-Validation of a Vocational Course Predictor Battery.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 37 p. ( -- /Differential validities for sh/op courses ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Vocational school/s
/Test/s. Battery. Cross-/validation/ -- Study regions: /Ottawa/

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To assess the extent to which regression weights derived in one occupational secondary school have utility for making predictions of success in /academic/ and /shop/ /course/s across similar schools.

*Sample:*
197 students (135 /male/ and 62 /female/) entering a new vocational school in Ottawa in September 1972. Data collected during 1972-73.

*Methodology:*
8 tests of the original battery of 13 used in /Highland Park H.S./ in 1969 and 2 tests of self concept and attitude to school administered to students in fall; academic and shop marks collected in June. Marks were converted to standard equivalent scores to enable comparison with validation and cross-validation studies done in 1969-70 and 1970-71. Academic averages of up to 4 shop clusters computed for each student. Correlation coefficients; multiple regression. Tables.

*Findings:*
1. In most cases, multiple regressions were lower than those at Highland Park.
2. The two shop clusters for males which were the same for both schools had quite stable cross- validation regressions. The same was true to a lesser degree for two shop clusters for females which were the same for both schools.

*Conclusions:*
1. Taking into consideration the different composition of some shop clusters the different marking systems of the two schools and the small sample of present study, overall results appear favourable for absolute prediction of shop /achievement/.
2. Differential validity results do not indicate satisfactory use of battery for differential guidance in other schools. Further research is needed.

*Special Features:*
Bibliography, p. 18

*Tests Used in Research but not Included in Document:*
/IPAT Culture Fair Intelligence/ Test. /Nelson Reading Test/; /Highland Park Mathematics Test/; /Differential Aptitude Test/s, Mechanical Reasoning. /Vocational Interest Inventory/; /Western Motor Ability Test/; self-made tests of clerical aptitudes and eye-hand coordination

Related Records: ON00087; ON00088

Contracting Institution: Ottawa Board of Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00090**

Leithwood, Kenneth A.; Clipsham, John S.; Baxter, R.P.

**-- Diffusion and Implementation of a Mathematics Objectives Pool.**

-- Toronto /Ontario Institute for Studies/ in Education, 1974. -- 29 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s
/Cognitive/ /objective/s and /criterion referenced/ /test/s. Pools. /Use/ -- Workshop presentations.

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To develop and evaluate a self-supporting professional development package on the use of instructional objectives and test item pools in mathematics. Intended for principals and teachers to help in /curriculum development/ and /evaluation/.

*Sample:*

12 /workshop/ groups of teachers and principals. 10 of the groups, self-selected at Ontario Teachers' Federation science workshops, consisted mostly of elementary school principals.

*Methodology:*

Professional development package for a half-day workshop was developed in two parts: 'Educational Objectives and Test Items - What Are They?' and 'How to Use an Instructional Objectives and Test Items Pool.' Each part consisted of audiotape, 35 mm slides, and script with exercises, pretest and posttests. Presentations made to 12 groups for evaluation; all participants filled out background and workshop evaluation questionnaires. 8 groups were administered a pretest and posttest. Tables.

*Findings:*

1. Almost two-thirds of participants had been involved in curriculum development, but only one- eighth had used pools of objectives or test items previously.
2. In evaluating the workshop, the presentations, tests, and exercises were rated as helpful and the clarity of objectives and presentation as satisfactory.
3. Most participants expected to use objectives and test item pools.
4. Results of pretests and posttests were incomplete.

*Conclusions:*

1. Further field tests of the package are desirable.
2. The two parts might have too much information for one occasion; the second part is difficult for teachers with no background in educational objectives or test items.

*Special Features:*

1. Use of 'Mathematics Evaluation Mater/ials Package
2. /Research review/ on /behavioural/ objectives
3. /Annotated bibliography/ on objectives -- 8 items

*Tests Included in Document:*

Self-made /questionnaire/

*Notes:*

Supplements to Report: 'Educational Objectives and Test Items - What Are They?' and 'How to Use an Instructional Objectives and Test Items Pool' - scripts, audiotapes, 35 mm slides.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PRELIMINARY REPORT** **ON00091**

Hoxter, A. Lee; Joyce, Carol

-- **Dimensions of Demographic, Cognitive, and Affective Development in Two Ontario Elementary School Classes.**

- Kingston : /Queen's University/, 1974. -- 36 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SOCIOECONOMIC/ /STATUS/ /Student/s. /Elementary school/s

related to /IQ/, /self concept/ and /attitude/s to /home/, /peer/s, /school/, and /society/ compared by /sex/

IQ. Students. Elementary schools

related to /motivation/ and relationship with peers compared by sex -- Study regions: /Kingston/ -- Sample population: /grades 2-3/ students

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To examine relationships between socioeconomic status (SES) of elementary school students and their intelligence, motivation, self concept, and attitudes to peers, home, school, and society; to study relationships between /cognitive/ and /affective/ variables.

*Sample:*

51 grade 2-3 students in 2 classes (one grade 2, one mixed) at 2 /separate school/s in Kingston.

*Methodology:*

Battery of tests of intelligence, self concept, attitudes, and behaviour administered to students. Student /interaction/ and hierarchical social structures data gathered by sociometric techniques. /Sociogram/s, tables; t tests and factor analysis.

*Findings:*

1 High SES students had significantly better scores in /verbal/ thinking and total primary mental abilities than low SES students.
2 On IPAT Culture Free Intelligence Test, there was no significant difference between scores of high SES and low SES students.
3 There was no significant difference in motivation, self concept, and attitudes to peers, school, home and society between high and low SES students.
4 High IQ students had significantly higher SES, better motivation, and were better liked by peers than low IQ group.
5 Highly motivated students had significantly better verbal and /numerical/ /ability/ and total intelligence scores than poorly motivated ones.
6 Poorly motivated students had more /anxiety/ about expressing aggression
7 No significant difference between males and females on any variables.

*Conclusions:*

1 Small sample precludes generalizations of findings.
2 Results do indicate important relationships between cognitive and affective variables.

*Special Features:*

/Bibliography/, pp. 27-29

*Tests Used in Research but not Included in Document:*

/Primary Mental Abilities Test/, K-grade 4. /IPAT Culture Fair Intelligence/ Test; /Children's Self-Concept Index/; /Children's Attitudinal Range/ Indicator, /Classroom Behaviour Inventory/; /Q-Sort Task/; /Stick Figure Scale/; /Socio-economic Index/

*Notes:*

Project title: Study of Learning, Motivation, and Self-Concept in High and Low Socio-Economic (SES) Grade Two Children.

Contracting Institution: Queen's University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00092**

O'Bryan, Kenneth G.; Vivian, R. Percy

**-- The Early Identification Project: Report 1972-73.**

Windsor : /Windsor Board of Education/, 1973. -- 31 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/LEARNING DISABILITIES/. /Kindergarten/ /student/s
/Screening/. /Test/s
/Improvement/ -- Study regions: /Windsor/

## ABSTRACT

*Type of Study:*
Methodological; Longitudinal

*Purpose:*
To develop a sequence of tests and procedures for the /early identification/ of /learning/ /problem/s.

*Sample:*
425 students entering kindergarten in 8 selected schools of the Windsor Board of Education. Data collected 1972-1973.

*Methodology:*
Pre-registration interviews with parents in March 1972 provided social and medical histories of students, and those students requiring head start programs were identified. In October, classroom teachers conducted educational assessments of students using tests developed by the Windsor Board of Education for /colour/ recognition, receptive language, auditory association, expressive /language/, and /mathematical skill/s. Specialists conducted tests for /vision/, /hearing/, and /speech/. When learning problems were encountered, students were referred for consultation with the Special Education Department and recommendations were made for revised programs in the /curriculum/. If the problems were still unresolved, referral was made to the Board's Educational Laboratory. In April, the educational assessment tests were again administered, and only three students had scores below the average in each test.

*Findings:*
Tests for colour recognition, receptive and expressive language, and language used in the home were found to be the most effective for identifying early learning problems.

*Conclusions:*
1. The methods employed in the Windsor Early Identification Project could be used, with minor adjustments, for kindergartens in other parts of Ontario.
2. The project needs to continue as a longitudinal study.

*Tests Used in Research but not Included in Document:*
Self-made tests for educational assessment; /Verbal Auditory Screening/ for Children

*Notes:*
1973-74 data, ON00093; 1974-75, ON00565

Related Records: ON00093; ON00565

Contracting Institution: Windsor Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00093**

O'Bryan, Kenneth G.
**-- The Early Identification Project : Report 1973-74.**
-- Windsor /Windsor Board of Education/, 1974. -- 22 p (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/LEARNING/ /DISABILITIES/. /Kindergarten/ /student/s
/Screening/. /Test/s
/Improvement/ -- Study regions: /Windsor/

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To apply the refined tests and procedures developed in the 1973 project for the /early identification/ of learning /problem/s.

*Sample:*
350 students entering kindergarten in 8 schools of the Windsor Board of Education. Data collected 1973-1974.

*Methodology:*
Pre-registration program was carried out March 1973; /interview/s with /parent/s and students; information about each student's social history recorded. Recommendations to have some students enter a /head start/ /program/ were made by principal with advice of staff, based on the students' inadequacy in the /English/ /language/ or need to improve their /social/ adaptability. Head Start programs conducted between April and July.

In September, a modified version of tests used in previous year's project was administered to assess students' performance in receptive language, auditory association, expressive language, /mathematical skill/s, and /colour/ recognition. Specialists conducted tests for /vision/, /hearing/, and /speech/. Early identification of needs resulted in the adjustment of the regular curriculum. A student with further difficulties was referred to the Special Education Department, and subsequently, if necessary, to Board's Educational Laboratory where an appointment was made for student and parent.

In April, educational assessment tests were again administered. At end of school year, the Smith-Francis Test for Reading Readiness was given to determine the best /placement/ for each student in the following year.

*Findings:*
1. The assessment tests have good levels of test-retest reliability.
2. Procedures developed by the Windsor Board are effective in identifying the students who will have difficulty in coping with new demands and learning experiences.

*Tests Used in Research but not Included in Document:*
Self-made tests for educational assessment: /Snellen E Chart for distance/ vision; /Verbal Auditory Screening/ for Children; /Smith-Francis Test for Reading/ Readiness

*Notes:*
1972-73 data, ON00092; 1974-75 data, ON00565

Related Records: ON00092; ON00565

Availability: MF - $1.00, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00094**

Ironside, Diana J., Hill, Jane; Johnson, Margaret; Klement, Susan

**-- Educational Documentation for Ontario : A Feasibility Study.**

-- Toronto /Ontario Institute for Studies/ in Education, Office of Research and Development Studies; Dept. of Adult Education, 1974 -- 230 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/INFORMATION SYSTEM/S. /Education/. /Ontario/
/Development/ and operation
/User/s and user /need/s -- /Feasibility/ studies

## ABSTRACT

*Type of Study:*
Action research; Descriptive

*Purpose:*
To investigate alternative methods for developing and operating an educational information system for Ontario, to identify user populations and their needs, and to assess existing English and French language educational and /social science/ /information service/s

*Sample:*
53 users of educational information selected to represent diverse categories - trustee, teacher, specialized associations, boards of education, school personnel, regional offices of the Ministry, faculties of education, libraries, Ontario Institute for Studies in Education.

*Methodology*
Informal user survey conducted by unstructured personal and telephone interviews. Data collected on major sources of educational and social science information in Ontario. Educational Resources Information Centre (/ERIC/), /National Library of Canada/ and /CAN-SDI/ services, /Canadian Education Index/, /Social Sciences Clearinghouse/, Ontario Institute for Studies in Education (/OISE/), Centre for Animation, Development, and Research in Education (/CADRE/), and Intergovernmental Committee on Urban and Regional Research (ICURR) were examined in terms of their function or role in providing educational information services in Canada.

Alternative models for developing an educational information system and a sample index to research reports were developed.

*Findings.*
1. Since ERIC has inadequate coverage of Canadian material, a comparable Canadian system needs to be developed based on provincial networking.
2. The Ontario educational information system must be compatible with other information services in social sciences.
3. Development phases of the system must include French and English retrieval capability, easy conversion to computerized processing, compatibility with accepted bibliographic and abstracting standards, and provisions for adequate indexing and thesaural development.

*Special Features:*
1. Information Source Profiles
2. Abstracts and index to mini-collection of 26 research reports

*Tests Included in Document:*
Self-made /interview/ guides

Related Records ON00495

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00095**

Mosher, Richard E.; Orlick, T.D.

**-- Effect of Pretraining Reinforcement Conditions on Learning by Educable Mentally Retarded Children.**

-- Ottawa : /University of Ottawa/, 1974. -- 8 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/POSITIVE REINFORCEMENT/. /Educable/ /mentally handicapped/ /student/s

Pretraining positive reinforcement. Effects on /cognitive/ /learning/ and /perceptual/ /motor/ learning -- Study regions: /Ottawa/ -- Study examples: /Borden School/

## ABSTRACT

*Type of Study*

Comparative

*Sample*:

126 male and female educable mentally retarded students (age range: 13 years and 3 months to 15 years and 10 months; IQ range: 50-90) at Borden School, Ottawa.

*Methodology*:

3 motor and 3 cognitive pretraining tasks, a motor test, and a cognitive test were developed; reinforcement consisted of /verbal/ praise. Sample divided into 8 groups: 3 groups had motor pretraining with high,low, and no reinforcement respectively, 1 control group had no pretraining; 3 groups had cognitive pretraining with same variations in reinforcement; and 1 control group had no pretraining. After informal questioning on expectancy of success, all were administered motor and cognitive tests. Program carried out in 4 days. /Analysis of variance/ among 4 motor groups and 4 cognitive groups; means and F values for each group.

*Findings*:

1. Cognitive and motor performances of the students seemed to be only slightly affected by pretraining reinforcement.
2. Higher, though not significantly higher, mean values were obtained by the highly reinforced groups.
3. Only significant difference noted appeared to favour highly reinforced groups over those with no reinforcement.
4. Performance on motor and cognitive tests was somewhat positively affected by motor pretraining, but little affected by cognitive pretraining.
5. Expectancy of success was positively related to amount of reinforcement.

*Conclusions*:

Positive effects of pretraining on test results appeared to be due to general improvement of /self concept/ and expectancy of success.

*Special Features*:

Bibliography -- 4 items

Contracting Institution: University of Ottawa; Scarborough Board of Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00096

Grapko, Michael F., Snider, M.J.

-- **Effect of the Open Space School on Children's Security and Independence Development, Academic Performance, Teacher Assessments and School Motivation.**

-- Toronto /University of Toronto/, /Institute of Child Study/, 1974 -- 39 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research)

## SUBJECT

/STUDENT/S. /Open plan/ schools /Elementary school/s
/Academic achievement/. /independence/, /motivation/. and /security/ compared with that of students from /traditional plan/ schools -- Study regions: /Grey County/ -- Sample population: /grades 7-8/ students

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Sample:*

4 classes of grade 7 and 3 classes of grade 8 students at a traditional plan elementary school, Grey County Board of Education (n = 210, of which 126 had previously attended an open plan (OP) and 84 a traditional plan school (TP)). Data collected from December 1973-March 1974.

*Methodology:*

All students were administered tests measuring security, IQ, academic achievement, and motivation for school. Homeroom teachers filled out student rating scales; term marks for December and March collected. Same sample had academic achievement and security scores and teacher assessments from tests administered in 1971-72 in their original schools. Data analyzed separately for /sex/ and grade level. Tables; means; F ratios.

*Findings:*

1. Grade 7 /male/s from OP had significantly lower academic achievement scores and school marks than those from TP. The same had been true in 1972.
2. Although security scores of grade 7 males did not differ significantly, males from OP had developed more slowly over the period 1972-74.
3. Teacher assessments of grade 7 males from OP were significantly lower than of males from TP.
4. In grade 7, /female/s from TP gained significantly over males from OP on all measures of security and teacher assessments. No significant differences were found between males and females from TP.
5. No significant differences on any variables were found between grade 8 males from OP and TP in 1974 or 1972.
6. No significant differences were found between grade 7 females from OP and TP.
7. As in 1972, grade 8 females from TP measured significantly higher than females from OP on all measures of security. On the other hand, females from OP were assessed more favourably by teachers and had higher IQs and school marks than females from TP.

*Conclusions:*

1. Grade 7 males showed effects of open plan most clearly.
2. There was no evidence that open plan had any effect on motivation for school.

*Special Features:*

1. /Bibliography/, pp. 27-30
2. /Research review/, pp. 1-6

*Tests Included in Document:*

/Institute of Child Study Secur/ity Test, Elementary Form; self-made student rating scale

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s. /Frymier Junior Index of Motiv/ation

Related Records: ON00013

Contracting Institution: University of Toronto

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00098

Krause, L.

**-- Effects of In-Depth Laboratory Experience on Teacher and Pupil Effectiveness.**

-- Windsor : /University of Windsor/, Dept. of Physics, 1974. -- 32 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/INSERVICE/ /EDUCATION/. /Physics/ /teacher/s. /Secondary school/s
  Summer Research Internship, University of Windsor
/GRADE 13/ /STUDENT/S
  /Curriculum/ subjects: Physics. Introduction to /university/ physics courses. Use of laboratory experiments -- Study examples: University of Windsor

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To update knowledge of secondary school physics teachers and to familiarize them and grade 13 students with procedures and content of university physics courses.

*Sample:*

80 self-selected grade 13 students taking physics and 6 physics teachers from secondary schools of Windsor and Essex, Kent and Lambton counties. Data on teachers collected during summer 1972, on students during 1972-73.

*Methodology:*

Teachers attended Summer Research Internship program at University of Windsor; each worked on a research project of choice in close contact with Dept. of Physics staff. Questionnaire evaluating experience filled out by 2 participants. Students worked on 13 physics experiments in university laboratory under supervision of graduate assistants; filled out reports on each experiment which were evaluated by their respective secondary school teachers.

*Conclusions:*

1. Sample too small to perform statistical analysis or arrive at generalizable conclusions.
2. Judging from participants' verbal and written comments, Summer Research Internship was successful in updating teachers' knowledge and acquainting them with what the university expects of incoming students.
3. Laboratory experiment project was difficult to evaluate. A more controlled situation with possibility of follow-up is needed.

*Notes:*

Submitted with report: Laboratory Manual for Preliminary Year Students (Physics IA). -- Windsor University of Windsor, Dept. of Physics.

Contracting Institution University of Windsor

Availability MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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**PUBLISHED REPORT** **ON00099**

Dilling, Harold John; Sprumont, Barbara L.

**-- Employment and Training : Perceptions and Reality.**

-- Scarborough /Scarborough Board of Education/, Research Dept., 1974. -- xxii, 351 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/TECHNICAL EDUCATION/ /Student/s. /Secondary school/s and /vocational school/s. /Scarborough/
related to /employment/

TECHNICAL EDUCATION. /Program/s. Secondary schools and vocational schools. Scarborough
/Evaluation/ by employers, students and /teacher/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To examine employment and school training as to: development of specific, job related skills in collegiates, vocational, and secondary schools, student employment /aspiration/s and perceptions; jobs available to graduates; current and past /skill/ /development/ as viewed by potential employers.

*Sample:*

163 collegiate, 27 vocational school, and 164 secondary school students; 78 collegiate, 6 vocational school, and 22 secondary school teachers; 213 employers of graduates; all from Scarborough.

*Methodology:*

Samples selected according to 6 fields of employment /drafting/, /electricity/, machine /shop/, /plumbing/, /sheet metal/, or /welding/ Data collected by questionnaires. Results from samples grouped by technical area and as a whole; jobs in each technical field ranked according to job hierarchical level; skills grouped in 5 categories: /technical/, /communication/s, /mathematics/, /interpersonal/, and personal. Tables; means.

*Findings:*

1. Employer feedback confirmed emphasis placed by all schools on practical mathematics in technical programs.
2. Employers favoured development of technical skills, teachers emphasized interpersonal skills.
3. Both saw need for improved employer-teacher /interaction/, although each perceived the other as not having made enough attempts to foster it

*Conclusions:*

1. Greater communication between students and teachers, students and employers, and employers and teachers could lead to higher level of confidence in current technical training programs and greater probability of ultimate satisfaction.
2. Major uses of this report are (a) reference text for information related to training and employment in 6 vocational areas; (b) procedure for collecting program planning information, i.e., an evaluation /model/.

*Special Features*

1. /Bibliography/ -- 17 items
2 /Research review, pp 1-8

*Tests Included in Document*

Self-made /questionnaire/s, pp 249-276

Contracting Institution Scarborough Board of Education

Availability MF - $2.00 HC - $5.00 from the Scarborough Board of Education, 140 Borough Drive, Scarborough, Ontario, M1P 4N6

**PRELIMINARY REPORT** **ON00100**

Humphreys, Edward H., Elwood, Bryan C.; Lennon, Mary Jane; Laing, [illegible]B.

**-- Evaluation of the Ontario School Record System.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- 196 p. in various pagings. (
-- /Evaluation of the Ontario scho/ol record system ; 1) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/RECORD/S. /Student/s. /School/s. Ontario
  /Ontario School Record/ System. /Evaluation/ by district /administrator/s, /guidance/ personnel, /parent/s, /principal/s, and students
  Ontario School Record System. /Utilization/ in /research/

## ABSTRACT

*Type of Study:*
Pilot; Descriptive

*Sample*
For pilot study: all teachers and sample of students, parents, principals, guidance counsellors, and district administrators of 4 schools (elementary, separate, junior high, and secondary) that had introduced the new Ontario School Record (OSR) system in September 1972. For /use study/: random sample of 829 elementary and secondary school teachers; 10 research directors of school boards. Data collected from April-June 1973.

*Methodology:*
Mailed questionnaire determined /information/ /need/s of the various surveyed groups and their use of OSR information. Review of literature on school records and detailed proposal outlining the design of further evaluation of OSR. Tables.

*Conclusions:*
1. Sample in pilot study too small to produce generalizable findings; study served to test instruments and proceedings.
2. Returns of questionnaires in teacher survey were not complete; data to be analyzed later.
3. The most frequently used OSR data by researchers were student identifying information, /academic achievement/ records, and /standardized test/ scores.
4. Further research on objectives of OSR, user needs, and evaluation of OSR was proposed to continue until July 1975.

*Special Features:*
1. /Bibliography/. 3 p.
2. /Literature review/, pp. 1-30

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
Project Title: Effectiveness of the Revised Ontario School Record System.

Related Records: ON00144; ON00145; ON00577; ON00578

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00101**

Trites, R.L.; Price, M.A.

-- **Learning Disabilities Found in Association with French Immersion Programming.**

-- Toronto /Ontario Ministry of Education/, 1976. -- 193 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/IMMERSION/ /PROGRAM/S. /French/ /language/. /Primary grade/s

Effects on /academic achievement/ and /reading achievement/ of /English speaking/ /student/s

## ABSTRACT

*Type of Study:*

Comparative; Research review

*Sample:*

264 students from Neuropsychology Laboratory at Royal /Ottawa/ Hospital between 1970-1975.

*Methodology:*

Group of 32 students who experienced difficulty in a primary French immersion compared with 7 control groups which had other difficulties. Three groups had language problems: Anglophones in Francophone schools, /ethnic/ groups in Anglophone schools, and Francophones in Francophone schools. Other four groups composed of students with /reading disability/, /hyperactivity/ /behaviour/ and /personality/ /problem/s, and minimal /brain/ dysfunction. Eight students doing well in French immersion included for comparison. Extensive /background/ information obtained for all 264 students. Each student had extensive 6-8 hour /neuropsychological/ examination including battery of tests to determine type and cause of /disability/. Follow-up comparison testing of 31 students from both French immersion groups (those having difficulty and those experiencing success) on a variety of measures: behavioural and personality data, questionnaire responses, and test scores. Tables.

*Findings:*

1. Language control groups had lower verbal intelligence than the four other problem groups and the French immersion group.
2. No single factor or test measure differentiated French immersion group from all other groups.
3. French immersion group had higher IQ scores than most other groups, but obtained poorer scores on the Tactual Performance Test, a /psychomotor/ problem solving measure.
4. A higher incidence of /reading/ problems in families of the French immersion group experiencing difficulty as compared to the successful group.
5. French immersion success group had higher verbal IQ's, higher academic achievement scores, higher performance scores on auditory and visual memory tests, and better behaviour ratings than group experiencing difficulty.
6. Students who had difficulty in French immersion program who switched to an /English/ language program showed noticeable improvement in reading /vocabulary/ and greater relative improvement on Wide Range Achievement Test scores than those who remained in French program.

*Conclusions*

1. Students having difficulty in French immersion are unique in terms of factors contributing to /learning/ disability.
2. If a French immersion student is clearly not progressing, consideration should be given to an English language program.
3. Follow-up studies should be continued with cross-validations of findings.

*Special Features*

1. Research review
2. Classified list of tests
3. /Bibliography/ -- 41 items

*Tests Included in Document:*

Self-made /questionnaire/s; /Connors Parents' Questionnaire/, /Pupil Rating Scale/; Screening for Learning Disabilities

*Tests Used in Research but not Included in Document:*

Battery of tests listed in report, pp. 32-34; /Tactual Performance/ Test; /Wide Range Achievement Test/

Contracting Institution. /University of Ottawa/

Availability MF - $2.00; HC - $5.00 from the Ontario Government Bookstore, OISE Publication Sales, or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

FINAL REPORT (MINISTRY) **ON00102**

Silverman, Harry, Gill, Mohindra P . Alexander, William E.

**-- Evaluation Study of the Resource Program Operated by the Board of Education for the Borough of York, 1972-73.**

-- Toronto /Ontario Institute for Studies/ in Education, Dept. of Educational Planning , Dept. of Special Education, 1974. -- 219 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SLOW LEARNER/S. /Junior school/s. /York Borough/
  /Attitude/s to /school/, /motivation/, /reading achievement/, and /self concept/. Effects of /mainstreaming/ compared with /opportunity class/es
/SPECIAL EDUCATION/. /Program/s. Junior schools. York Borough
  Resource Program compared with opportunity classes
  Resource Program. /Evaluation/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose*

To assess the effect of a special education program in junior schools on students' reading achievement, self concept, and motivation and attitudes towards school; to compare effectiveness of /withdrawal/ and self-contained /class/ programs in remedying /reading disability/.

*Sample:*

About 144 students in Resource Program (RP), principals, teachers, and teachers of RP in 5 junior schools of York Borough Board of Education; some students in opportunity classes in junior schools. Data collected March 1972-June 1973.

*Methodology:*

Principals and teachers /interview/ed. Students in RP pretested on reading achievement, self concept, attitudes and motivation to school in fall 1972, posttested in May 1973. Reading achievement of some students in opportunity classes tested to compare with those in RP. Tables; means; mean gain scores; standard deviations.

*Findings*

1 All RP students, except those in grades 5-6, significantly improved their reading achievement. Since there was no control group, improvement could not be attributed to RP alone.
2 All students showed positive change in motivation to school during their first year in RP, but change between pretest and posttest was significant for only one school.
3 RP students gained in self concept in 3 out of 4 schools, but the difference was significant in only 2 schools.
4 RP students in grades 1-3 gained more in self concept and motivation than those in grades 4- 6.
5 Students in RP for second year showed no change or negative change in self concept and motivation, but the difference was not significant
6. Most RP students showed no change in attitudes to school.
7 There was no significant difference in reading achievement between RP students and opportunity class students.

*Conclusions:*

RP appears to be more effective in producing desired change during the student's first year in the program.

*Special Features*

1. /Bibliography/, pp. 166-168
2. /Research review/, pp 6-10

*Tests Included in Document:*

Self-made /questionnaire/s, /interview/ guides, and /rating scale/ for behavioural characteristics of students with reading difficulties; /Self-Concept and Motivation In/ventory, Elementary form; /How Do I Feel About School/

*Tests Used in Research but not Included in Document:*

/Gates-MacGinitie Reading Test/s

*Notes*

Project title Evaluation Study of Certain Alternative Approaches in Special Education with Special Reference to the /York Borough Board/ of Education

Contracting Institution Ontario Institute for Studies in Education

Availability MF available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00103**

**Moffitt, Alan R., Ryan, Thomas J.**

**-- Formative and Summative Evaluation of Some Early Childhood Education Programmes.**

**-- Ottawa : /Carleton University/, 1974. -- 68 p. in various pagings. (Ministry of Education, Ontario Grants in Aid of Educational Research).**

## SUBJECT

**/TEST/S. /Junior kindergarten/s and /nursery school/s**
  **/Evaluation/ of /program/s**
  **/Language/ related to /socioeconomic/ /background/ of students**
**/TEACHER/S. Junior kindergartens and nursery schools**
  **/Behaviour/ related to program goals**
  **Behaviour compared by programs**

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To observe teachers and students in early childhood programs; to compare teachers' language models when dealing with students from two socioeconomic groups.

*Sample:*
55 students and 7 teachers in programs for middle income students; 8 teachers and 29 students in lower income, subsidized programs. Samples from university preschool, junior kindergarten, local Head Start, and distress centre.

*Methodology:*
Observational Schedule and Record and battery of psychometric tests. Tables; mean correlations; graphs.

*Findings:*
1. Correspondences between the program's goals and teachers' behaviour and activities were low.
2. Behavioural agreement among teachers in a given program was high even though there was no explicit curriculum.
3. Clear differences between teacher behavioural patterns in different programs.
4. /Psychometric/ tests were not very useful in evaluating programs; /observation/al techniques were more informative.
5. Teachers simplified their language when speaking to students from lower socioeconomic group, both in formal teaching period and in unstructured free /play/ periods.

*Conclusions:*
1. The major models and methods of evaluation research are inappropriate to the state of the art and science of early childhood education.
2. The current art of early childhood program testing has become prohibitively complex and expensive.
3. Early childhood research should identify informational needs of teachers and show them how to use information generated through research.

*Special Features:*
Two /bibliographies/

*Tests Used in Research but not Included in Document:*
/Early Childhood Inventories/; /Peabody Picture Vocabulary/ Test; /Progressive Matrices/; Observation Schedule and Record (/OScAR/); Self-made /questionnaire/

*Notes:*
Report consists of an overall abstract and two papers (a)Moffitt, Alan R. -- 'Schools Without Curricula', paper presented at Canadian Psychological Assoc., Windsor, June 1974 and (b) Ryan, Thomas J. -- 'Evaluation of Preschool Programs', paper presented at Ontario Psychological Assoc., Division of Psychologists in Education, Feb. 6, 1974.

Contracting Institution: Carleton University

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00104

Martin, Robert A.

-- **Future Directions for Teacher Education : A Delphi Survey Involving Educators of Teachers and Recent Graduates of a Program in Teacher Education.**

-- Toronto : /University of Toronto/, Faculty of Education, 1974. -- 47 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/TEACHER EDUCATION/. Ontario

Future /objective/s. /Attitude/s of /graduate/s and /teacher/s of /Ontario College of Education/

## ABSTRACT

*Type of Study:*

Descriptive; Discursive

*Sample:*

The entire faculty of the Ontario College of Education (n = 159)and a random sample of 196 associate teachers and 191 graduates of the 1970-71 year were mailed the first questionnaire. 60% of the sample completed the second part of the survey, and 35% completed the third part.

*Methodology:*

Delphi survey to determine high priority consensus. The initial open ended questionnaires resulted in 65 condensed statements on future goals in teacher education. In the second round these statements were given a five-point priority rating by 'panelists' or sample, and in the third round answers differing from the model response were queried. Tables; models.

*Findings:*

Highest priorities were: preparing teachers to teach non-university bound students; increasing preparation for teaching students aged 3-10; increasing /practice teaching/ time; developing a sense of professionalism; preparing teachers to use a wide variety of /teaching/ styles; anticipating future educational needs; increasing understanding of learning processes; establishing a /teacher intern/ship program; enlarging the faculty's physical facilities; and setting long term goals for the faculty.

*Conclusions:*

1. The major direction for development involves creating programs to increase the skills of teachers in all aspects of /curriculum development/.
2. Strong support was found for developing new organizational structures for training teachers, including programs of continuing education, as a means of promoting professional development.
3. Student-teacher applicants should be screened on /personality/ as well as /mark/s.
4. Graduate programs in education should be provided.

*Tests Included in Document:*

Self-made open and closed /questionnaire/s

Contracting Institution: University of Toronto

Availability: MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00105

Bancroft, George W.

-- **The Immigrant as Teacher in Ontario.**

-- Toronto /University of Toronto/, Faculty of Education, 1974. -- 236 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/IMMIGRANT/ /TEACHER/S. Schools. Ontario
/Birthplace/, /problem/s, and /socioeconomic/ /background/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
1,300 immigrant teachers; responses received from 462 (35.5%). 550 principals. Data collected 1972.

*Methodology:*
Self-made questionnaire with both open and closed portions were self-administered by both immigrant teachers and principals. 25 largely unstructured /interview/s were taped. Graphs; tables; percentages; significance tests.

*Findings*
1. Most of the immigrant teachers (59%) came from the First World (wealthy English speaking nations and France); 26% came from other European nations; and 15% came from developing nations (the /Third World/). Over one-third of the sample came from Britain.
2. Over half of the Third World immigrant teachers felt that they had come from well-to-do origins, twice the percentage of the teachers from the other two 'worlds.'
3. Almost half of the sample arrived in Canada during the period 1965-70.
4. Sense of /discrimination/ (based on race, ethnicity, or religion): First World 8%; Second World 31%; Third World 30%.
5. The major problem of immigrant teachers was student apathy towards education (score 61%). Some others were: /communication/ (50%); /discipline/ (45%); loneliness (26%); qualified acceptance by Canadian born colleagues (23%).

*Conclusions:*
1. 'The teaching force in Ontario is now cosmopolitan' and, although teachers of British ancestry predominate, the non-British presence has become more marked.
2. The cultural values promulgated in the schools, not only in Ontario but elsewhere, are undergoing significant changes.
3. Throughout the study it was evident that the racial factor lurked below the surface.

*Special Features:*
1. /Bibliography/ -- 34 items
2. Teachers' and principals' comments

*Tests Included in Document:*
Self-made /questionnaire/s

Contracting Institution: University of Toronto

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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**FINAL REPORT (MINISTRY)** **ON00106**

Loney, D.E.; Unrau, E.

-- **Implementation of a Co-operative Work Experience Program for the Preparation of Vocational Teachers.**

-- Kingston /Queen's University/, Faculty of Education, 1974. -- 111 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Vocational/ education /program/s. /Secondary school/s
Education. Application of /work experience/ programs

## ABSTRACT

*Type of Study:*

Pilot; Longitudinal

*Purpose:*

To describe the development and implementation of a cooperative work experience program for vocational /teacher education/; to analyze resultant /problem/s and recommend solutions.

*Sample:*

14 technical school graduates with work experience enrolled in the program, which began in 1971 and ran to 1974.

*Methodology:*

Data were collected from self-made questionnaires administered to: enrolled applicants from industries which might be willing to accept program participants; principals and department heads; teacher's training schools. Participants were compared to regularly prepared vocational school teachers. Tables.

*Findings:*

1. Cooperative employment sessions adequately provided cooperative candidates with practical technical skills essential to teaching.
2. In-college performance of cooperative candidates was above average.
3. /Practice teaching/ performance of cooperative candidates was above average.
4. Graduates of this program were well received by secondary school administrators and boards of education and were rated above average in their teaching performance.
5. There was a lack of binding commitments for cooperative work from employers, although there were many tentative offers.
6. There was detectable resistance to the program by technical teachers in the profession.
7. The program, although subsequently modified, failed to draw many applicants, the main deterrent being financial sacrifice during training and even afterwards as a teacher, despite the intention of the cooperative program to help overcome this problem.

*Conclusions:*

1. A degree program in technical education, which would give optimum recognition to a technology diploma, needs to be supported.
2. All related trade experience needs to be recognized when considering entry requirements.
3. Publicity of the opportunities for /CAAT/ graduates in technical education is vital to their enrolment.
4. Employment experience for the CAAT graduate can be successfully abbreviated on a favourable 3:1 ratio through cooperative summer sessions and in-college upgrading.

*Tests Included in Document:*

Self-made /questionnaire/s

Contracting Institution: Queen's University

Availability: MF - $1.00, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00107

Keeton, Anne

**-- An Investigation of Intellectual and Learning Capabilities of Ontario Elementary School Children from Diverse Socio-Cultural Backgrounds.**

-- Toronto /Ontario Institute for Studies/ in Education, 1975. -- 72 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/IQ/. /Student/s. /Grades 1-2/
related to /socioeconomic/ /characteristic/s (Blishen's Socio-Economic Index)

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Sample*

Grade 1 and grade 2 students enrolled in three schools in /Lennox and Addington County/: /Westdale Park P.S./ in /Napanee/, /Tamworth P.S./, and /North Addington Education Centre/ in /Cloyne/. Data collected 1975.

*Methodology:*

Schools selected from different areas of the county to represent town, semirural, and /rural/ settings. Students compared by performance on standardized IQ tests and by the Blishen Index, which provided a measure of socioeconomic background. Students tested on two school related /learning/ tasks, one involving /reading comprehension/, and the other /mathematical concept/s (Scale of Classificatory Competence, based on /Piaget, Jean/ and Kopky, E.). Capability on these tasks rated by teachers. Some training techniques developed to assist students in acquiring /cognitive/ integration /skill/s needed for reading comprehension.

*Findings:*

1. There were no marked differences in ability to learn or in performance on intelligence tests between students from different /sociocultural/ /background/s.
2. A Piagetian scale of classification competence, developed initially as an assessment and teaching tool for /mathematical skill/s, proved to be a reliable predictor of students' /reading/ /ability/.
3. The training techniques developed to assist students in reading comprehension were unsuccessful.

*Conclusions:*

Concrete operational skills are prerequisite to reading comprehension.

*Special Features:*

/Bibliography/ -- 10 items

*Tests Included in Document:*

/Scale of Classificatory Compe/tence, based on Jean Piaget and Kopky; Logograph Tasks

*Tests Used in Research but not Included in Document:*

Raven's /Progressive Matrices/, /Children's Coloured Form/; /Wechsler Intelligence Scale/ for Children, Revised form; /Blishen's Socio-Economic Index/

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00108

Ireland, David; Russell, Thomas; Armstrong, Anne

**-- A Report on a Training Programme for Teachers in Curriculum Development Skills.**

-- Ottawa : /Ontario Institute for Studies/ in Education, Ottawa Valley Centre, 1975. -- 101 p. in various pagings. ( -- OISE project . 5027-80) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/INSERVICE/ EDUCATION. /Teacher/s. Schools
  /Program/s: /Curriculum development/
/CURRICULUM/. Schools
  /Model/s. /Attitude/s of teachers

## ABSTRACT

*Type of Study*:
Comparative: Action research

*Purpose*:
To develop an inservice program for teachers in curriculum development /skill/s and to determine effectiveness of teachers so trained as /change/ agents in schools.

*Sample*:
15 teachers and 1 vice principal from the Colonel By family of 6 schools of the /Carleton Board of Education/. Data collected 1974-75.

*Methodology*:
Process of program design and implementation described. Training phase consisted of /workshop/s focussing on: /teaching/ strategies in general; jurisprudential model (Oliver and Shaver); conceptual level matching model (Hunt); and developmental model (Beck). In /implementation/ phase, 12 teachers designed and implemented, in classrooms, formats for comparing /alternative/ strategies. Group, school and resource group dynamics outlined.

*Findings*:
1. Dimensional approach applicable across grade levels and subject areas, and did not require major changes in teacher behaviour.
2. Different models related well to dimensional approach; conceptual level model was the most used in teacher projects; jurisprudential model was the least used.
3. Application of general framework to individual projects satisfied varying characteristics of teachers and maintained internal theoretical consistency.
4. Teacher willingness to become a resource or change agent dependent on previous patterns of interteacher /communication/ and on perception of /role/ as one of passing on materials, perceptions, and techniques, rather than one of suggesting changes in teaching style.

*Conclusions*:
1. Individual project design and implementation encourages teachers' direction of own learning and discourages tendency to isolate inservice education from daily practice.
2. Dimensional approach has high probability of encouraging new learning; models approach has lower probability.

*Special Features*:
1. /Bibliography/ 10 items
2. Analysis of Change Strategies, with bibliography of 11 items

*Tests Included in Document*:
Teacher Booklet for Implementation Phase

*Notes*:
Previous title: A Study of the Effect of Training a Group of Teachers in Curriculum Development Skills on Their Influence in a Curriculum Renewal Programme Within a /Family of Schools/

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF $1.00, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT ON00109

Thompson, Patricia; Crawford, Patricia; Virgin, Albert E.; Goode, R.C.

**-- A Comparison of the Effects of Two Physical Education Programs on the Physiological Development of Adolescent Boys and Girls.**

-- Willowdale : /North York Board of Education/, 1975. -- 49 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/PHYSICAL/ /FITNESS/. /Student/s. /Junior high school/s

Effects of /physical education/ /program/s: /aerobic/ /exercise/s compared with regular program -- Study regions: /North York/ -- Comparisons by /sex/

## ABSTRACT

*Type of Study:*

Comparative; Experimental

*Purpose:*

To determine if a specific daily indoor exercise program improved aerobic fitness level of junior high school students and to compare performance of participating students with /Canadian/ /norm/s for physical work capacity and fitness.

*Sample:*

1,000 grades 7-9 students, representing both sexes equally, randomly selected from two North York junior high schools (A and B); 600 students randomly selected from the first sample. Data collected 1974-75.

*Methodology:*

Both schools allotted similar amounts of time to physical education and served similar socioeconomic levels. For all students the following measures were obtained: height, weight, percentage of body fat, muscular strength, cardiovascular endurance, peak expiratory flow, heart rate, physical work capacity (measured by PWC 170), and the Astrand calculation for oxygen uptake. Fitness tests developed by the Canadian Association of Health, Physical Education and Recreation (CAHPER) administered. An indoor aerobic program was carried out in A for a four-month period; B conducted its usual physical education program. Posttesting carried out in spring 1975. The performance of 600 students compared with Canadian performance norms. Tables, graphs.

*Findings:*

1. Aerobic fitness of /male/s in A, as measured by PWC 170 and Astrand, improved significantly upon posttesting, while that of males in B did not. Pattern evident for /female/s on Astrand measure, but not as clear cut on PWC 170.
2. On 12-minute run, A students significantly improved their performance; performance of B students declined. On 600-yard run, no differences between average gains for A and B or male and female students.
3. An indoor aerobic program of six minutes of continuous exercise and-or three minutes of continuous exercise followed by an interruption of three minutes, followed by three minutes of continuous exercise, produced significant increases in aerobic power.
4. There were significant differences between A and B students in non-aerobic measures of strength, speed, and percent of body fat; these differences varied with /age/ and did not show any consistent trends.
5. Pretest CAHPER scores for A and B students were significantly higher than Canadian norms.

*Special Features:*

/Bibliography/ -- 7 items

*Tests Used in Research but not Included in Document:*

/CAHPER Fitness Performance/ Test; /Modified Sjostrand Physical Work/ Capacity Test; /Astrand Test/; /Peak Expiratory Flow/

*Notes:*

Supplement: North York Fall Norms for Boys and Girls

Contracting Institution: North York Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00110**

Jackson, Douglas N.; Williams, David R.

-- **Influences Upon the Development of Vocational Interests.**

-- London : /University of Western Ontario/, Dept. of Psychology, Vocational Interest Research Unit, 1974.-- 13 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOCATIONAL/ /INTEREST/S. /Student/s. /Secondary School/s
related to /sex/ and /socioeconomic/ /characteristic/s -- Sample population: /grades 11-13/ students

## ABSTRACT

***Type of Study:***

Descriptive

***Sample:***

Approximately 2,400 grades 11-13 students from 20 schools in 14 school districts across Ontario. Data collected in year preceding June 1974.

***Methodology:***

Study based on data from 1971 census; Jackson Vocational Interest Survey; /family/ /background/ questionnaire, a scale of vocational preferences; and the Kuder Preference Records - Occupational (administered to a sample of only 300). Six independent studies were completed in this study with a short abstract given for each. Data available upon request.

***Findings:***

1. The Jackson survey revealed 10 categories, similar for both sexes, representing families of vocational interest roles and styles useful in /counselling/. The 10 were: human relations; arts; business; life sciences; verbal; practice; physical science; organization; educational and social services; assertiveness.
2. There was moderate convergence between expressed vocational interest and measured interests.
3. Kuder and Jackson surveys gave very similar results.
4. The Jackson survey revealed significant differences between /male/ and /female/ interest on a majority of scales.
5. Females with high socioeconomic status (SES) expressed a strong interest in mathematics, physical science, engineering, life science, behavioural science, adventure, and stamina, while those with low SES preferred skilled trades, social service, elementary education, office work, sales, supervision, independence, and planfulness. Males with high SES preferred medical service, finance, business, human relations, management, professional advising, academic achievement, and technical writing, while those with low SES were interested in creative arts, nature-agriculture, skilled trades, personal service, job security, social service, and supervision. Middle SES students were interested in sales and law, but not in mathematics, behavioural science, and stamina.

*Tests Included in Document:*

/Jackson Vocational Interest/ Survey -- Follow-up Questionnaire

*Tests Used in Research but not Included in Document:*

Jackson Vocational Interest Survey, Form MF; /Kuder Preference Record/ -- Occupational; Scale of Vocational Preferences (self-made); and self-made /questionnaire/ on family background

Related Records: ON00617

Contracting Institution: University of Western Ontario

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00111**

King, Alan J.C.

-- **Some Preliminary Findings on Students' Achievement in Ontario's Secondary School Credit System.**

-- Kingston /Queen's University/, 1973 -- 55 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system . 1) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CURRICULUM/. /Secondary school/s with /credit system/. Ontario
  /Attitude/s of /student/s
  /Course/s. /Choice/ by students
STUDENTS. Secondary schools with credit system. Ontario
  /Academic achievement/ and /academic/ /promotion/: accumulation of credits

## ABSTRACT

*Type of Study*

**Descriptive**

*Purpose:*

To investigate trends in student /enrolment/s; academic progress in terms of credit accumulation; achievement of students in individual subjects; and attitudes of students to programs offered by secondary schools.

*Sample:*

Three groups of samples were used: (1) most of Ontario's secondary schools; (2) 15 secondary schools in Ontario identified as /innovative/; (3) 33 secondary schools selected from those that use /computer/ /scheduling/. Data collected 1971-1973.

*Methodology:*

Course enrolment data were obtained from principals' reports for the period 1970-73. From the innovative schools, information was gathered about the number of credits students obtained; course /failure/ rate information was analyzed by year; approximately 600 students were /interview/ed to determine their reasons for selecting courses. Achievement information for all students in each subject and failure rate data were gathered from 33 schools using computer scheduling; they had been using /individual/ /timetable/s and the credit system for at least two years. Tables.

*Findings:*

1. /Mathematics/, /science/, and /English/ appeared to be /core/ subjects in which most students enrol.
2. Enrolments in /history/, /geography/, /French/, and /physical education/ had declined; those in /technical education/, /business education/, /home economics/, /art/, and /music/ had increased.
3. Students selected courses and subjects because (a) they led to /community college/ or /university/; (b) they were of /interest/.
4. A wide variation was observed from school to school in the rate at which students accumulated credits. The accumulation of 7 credits was equated with the successful completion of one year of secondary school before the innovation of the credit system. In the sample, students were not accumulating credits at a rate equivalent to their progress under the previous form of school organization.
5. Failure rates in the /5-year/ courses had not changed much from previous years, there was a significant increase of failures in the /4-year/ courses, years 1 and 2.
6. Students' attitudes to the credit system were favourable.
7. Students who dropped out of school were of average to below average aptitude and were failing or near failing at the time of school leaving.
8. If students did not remain in a core of courses that had vocational or postsecondary implications, they were not likely to remain in school.

*Special Features:*

Background Factors and Organizational Characteristics of Schools in the Innovative School Group

Related Records: ON00112; ON00113; ON00114; ON00115; ON00116

Contracting Institution: Queen's University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00112

King, Alan J.C Warren, Wendy K.

**-- Five House Systems : An Evaluation Study.**

Kingston /Queen's University/, 1974. -- 23 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/HOUSE SYSTEM/. /Secondary school/s with /credit system/. Ontario
Effects on /student/s' /extracurricular/ /activities/ and /relationship/ with /peer/s
Role in /counselling/ of students

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose.*

To describe the house systems in 5 secondary schools and to assess their effectiveness in terms of their objectives.

*Sample.*

5 secondary schools in Ontario with house systems which had been operating for at least 2 years. Data collected 1972-1973.

*Methodology:*

In each school, the principal, vice-principal, and other members of staff were interviewed in order to obtain information about the school organization and the history, philosophy, structure, and operation of the house system. A small sample of 5 to 20 students was interviewed in each school to obtain opinions about the house system's operation. In May and June 1973, a survey questionnaire designed to evaluate aspects of each house system was administered to all students. The data were analyzed in relation to the four /objective/s found to be common to the five house systems: to encourage students to participate in extracurricular activities; to provide each student with a sense of belonging to a small group; to provide for the identification and counselling of students with /problem/s; and to encourage the development of friendships among students.

*Findings:*

1. Over 80% of the students at all year levels in 4 of the 5 schools participated in at least one extracurricular activity. Just over one-half of the participating students in all 5 schools spent more than one hour a week in extracurricular activities.
2. Only a minority of students felt that the /homeroom/ was an effective link to the house system.
3. Students rarely went to homeroom teachers with their school related problems.
4. 25% to 35% of the students met the majority of their close friends in a class or during extracurricular activities; less than 2% met them in homerooms.

*Special Features:*

1. /Bibliography/ -- 10 items
2. House System Organization of Five Schools

Related Records: ON00111, ON00113; ON00114, ON00115; ON00116

Contracting Institution: Queen's University

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00113**

King, Alan J.C., Clements, John L.; Enns, J.G.; Warren, Wendy K.
**-- Semestering the Secondary School.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 54 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SEMESTER/ DIVISION. /Secondary school/s with /credit system/
Full-credit and half-credit semester division, trimester division, and mixed models
Full-credit semester division. /Attitude/s of /student/s and /teacher/s
Full-credit semester division. /Implementation/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe various forms of semestering as used in Ontario and other parts of Canada.

*Sample:*
A selection of schools in Ontario and other parts of Canada using full-credit semestering, trimestering, and half-credit semestering. Data collected 1972-1974.

*Methodology:*
Discussion and explanation of full-credit semestering, half-credit semestering, trimestering, and mixed models where the best features of full-year and semestered scheduling have been combined. Models of semestering and various examples of /timetable/s used in schools in Ontario and other parts of Canada were examined. Responses of teachers to issues of full- credit semestering discussed by each subject and tabulated. Tables.

*Findings:*
1. Full-credit semestering tended to lead to more effective teaching-learning experiences; this system could offer more efficient utilization of the school year, since students have increased flexibility in completing their programs; materials, facilities, and staff resources could be utilized more effectively and efficiently.
2. Teachers were faced with the challenge of developing effective teaching-learning procedures and materials for the longer class period, as well as sustaining student /interest/ and /motivation/ throughout the period.
3. In general, students seemed to be favourably disposed towards full-credit semestering and the longer class period.

*Conclusions:*
1. Before contemplating a change, a school should develop a set of on-going procedures that will enable it to clarify its /objective/s as related to the needs of individual students and the community it serves.
2. To introduce /innovative/ practices in schools effectively, a principal ought to coordinate preparatory activities of the staff and be a strong source of support.

*Special Features:*
1. /Annotated bibliography/ -- 42 items
2. /Literature review/

Related Records: ON00111; ON00112; ON00114; ON00115; ON00116

Contracting Institution: Queen's University

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00114**

King, Alan J.C.; Warren, Wendy K.

**-- *Staff and Students' 'Retreat Workshops' to Improve School Morale.***

-- Kingston : /Queen's University/, 1974. -- 56 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system ; 4) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Secondary school/s with /credit system/. Ontario

Involvement in school and /relationship/ with /teacher/s. Improvement. Use of retreat /workshop/s -- Study regions: /Madoc/ -- Study example: /Centre Hastings S.S./

## ABSTRACT

***Type of Study:***

Descriptive

***Purpose:***

Description and assessment of a workshop program designed to improve /communication/ among teachers and students and promote involvement in the school.

***Sample:***

Staff and students of Centre Hastings Secondary School in Madoc, Ontario, which had been using the /house system/ since 1970. Data collected 1971-1974.

***Methodology:***

Two workshops for staff of Centre Hastings Secondary School (CHSS) were held in June of 1972 and 1973; 6 workshops for students holding /leadership/ positions in the house system were held between February 1971 and February 1974. Workshops were conducted 'in retreat' at Ontario Forest Technical School in Dorset and directed by Ontario Ministry of Education personnel. Programs for staff workshops and two of the student workshops described in detail.

At the end of both staff conferences, participating teachers answered questionnaires. /Interview/s and discussions were conducted with them during subsequent school years. Interviews and informal discussions were held with students and teachers who had attended two student workshops.

Brief description of purpose, content, and some effects of three other student leadership programs sponsored by outside agencies.

***Findings:***

1. Teachers were supportive of workshops and viewed them as successful.
2. A significant number of students who attended workshops said they had gained confidence to speak in a large group and appreciated the /cooperation/ they experienced with fellow students.
3. Some homeroom teachers noticed increased self-confidence and ability to take initiative among these students.
4. Students and teachers involved in the three other school leadership conferences were enthusiastic and some reported better understanding and friendship among teachers and students.
5. Leadership conferences sponsored by a school appeared to be more effective in increasing involvement in the school program than those sponsored by outside agencies.

***Special Features:***

Bibliography -- 6 items

Related Records: ON00111; ON00112; ON00113; ON00115; ON00116

Contracting Institution: Queen's University

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00115**

Warren, Wendy K.; King, Alan J.C.
**-- An Evaluation Study of Group Relations Exercises at the Secondary School Level.**
-- Kingston /Queen's University/, 1974. -- 68 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system ; 5) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

### SUBJECT

/GROUP RELATIONS/. /Student/s. /Secondary school/s
/Improvement/ -- Exercises

### ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To design exercises encouraging development of /interpersonal/ and /group/ /skill/s among students; to evaluate the effectiveness of these exercises.

*Sample:*
Sample not given. Data collected September 1973-June 1974.

*Methodology:*
25 group relations exercises developed under two categories: 6 icebreakers (exercises designed to enable students to get acquainted with one another) and 19 group skills exercises. Five icebreakers and 15 group relations exercises tried out and evaluated in 53 different settings. Evaluation forms filled out and returned by 33 teachers. Summary of responses tabulated. Some interviews conducted with teachers by telephone or in person to obtain further details about their objectives, presentation of exercises, behaviour and response of students, and problems encountered. Student attitudinal instrument devised to evaluate students' general reaction to the exercises.

*Findings:*
1. Teachers judged the five icebreakers successful.
2. 12 of the 15 group skills exercises tried were partially effective in certain settings.
3. Student responses indicated that some teachers had not established a rationale for integrating the exercises within the context of their subject matter.

*Conclusions:*
1. More instructional aids and practical information about integration of these exercises into course content would be helpful for teachers.
2. More tryouts and comprehensive evaluations of the exercises are necessary.

*Special Features:*
1. /Literature review/
2. Group Relations Exercise Manual
3. /Bibliography/ -- 27 items

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s

Related Records: ON00111; ON00112; ON00113; ON00114; ON00116

Contracting Institution: Queen's University

Availability MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00116**

White, E.M., King, Alan J.C

**-- On Dropping Out.**

-- Kingston /Queen's University/, 1974. -- 18 p. ( -- /Innovative strategies/ designed to improve the effectiveness of the credit system ; 6) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/DROPOUT/S. /Secondary school/s. Ontario
  /Academic achievement/ and /age/ at leaving school compared by /sex/
  /Employment/

## ABSTRACT

*Type of Study*

Descriptive

*Sample*

Various boards of education and schools. Data collected 1964-1974.

*Methodology*:

Several dropout studies conducted by various boards of education were collected, reviewed, and compared; information collected for a previous report on dropouts from six schools was also used. An in-depth study was made of one secondary school and its dropouts; academic and interpersonal information was supplemented with /interview/s with guidance personnel and students. Unsuccessful attempts were made to get Canada-wide data on numbers of dropouts, and employment opportunities for the 16-20-year old without a diploma. Tables.

*Findings*

1 Most of the dropouts appeared to follow the familiar pattern of low achievement and /failure/.

2 /Female/s were older than /male/s when they dropped out of school; they stayed in school longer and while there did somewhat better academically.

3 The students interviewed felt that most of the dropouts left school to get a job; they had not been doing well at school.

4 A high proportion (71%) of dropouts had jobs or obtained jobs immediately upon leaving school.

*Conclusions*:

Further study might explore the effects of variations in school organization (e.g., semestering, trimestering, house systems) on dropouts

*Special Features*

/Bibliography/ -- 11 items

*Notes*

Based on data from ON00111

Related Records ON00111, ON00112, ON00113; ON00114; ON00115

Contracting Institution Queen's University

Availability MF - $0.50, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00117**

Schwager, K.W.; Auger, Ray; Moffitt, Rose Marie

**-- An Investigation of Educational Levels and Attrition Rates in School Systems of Metis and Non-Status Indian Children in North-Eastern and Mid-Northern Ontario.**

-- Sudbury : /Laurentian University/, 1974. -- 55 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CANADIAN/ /INDIAN/S. /Northern/ regions. /Ontario/
 /Nonstatus/ Canadian Indians and /Metis/. /Attitude/s to /education/ and /school/s
 Nonstatus Canadian Indians and Metis. /Educational/ /need/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
286 /parent/s and 148 /student/s who were nonstatus Indians or Metis in ten northern Ontario communities.

*Methodology:*
Sample communities chosen to give a balanced view of Metis population. Criteria were: proximity to a reserve area, /urban/ or /rural/ locality, and size of community. Two of the four /interview/ers were native. Closed questionnaires given to sample and some open-ended interviews conducted with 10 selected native leaders. Study planned, analyzed, and written mainly by two nonstatus Indians from Ontario.

*Findings:*
1. Very few nonstatus Indians retained their native /language/. /French/ was the most common language.
2. Parents saw education as a necessary evil and regarded it as not too important, but they were still inclined to encourage the education of their children.
3. 73% of the sample wanted courses in native language.
4 The major reason given by parents for student attrition was textbook prejudice.
5. In four communities the preferred status given to status Indians over nonstatus indians was a source of inequality and embarrassment.
6. The greatest need expressed by the sample was for more native teachers, counsellors, and members of the boards of education.
7. Early school bus departures interferred with /extracurricular/ /activities/.

*Conclusions:*
1. There was strong native support for a /curriculum/ which could be gradually implemented and would include: courses in native culture and history; language training in both /Cree/ and-or /Ojibwa/; an optional program of basic literacy and life /skill/s courses; and a greater emphasis and research on technical training.
2. There was the generally expressed desire for more native teachers, teacher assistants, and guidance counsellors.
3. Ways should be found to increase greatly native involvement in the educational system in order to provide a real sense of participation in this process and as a means of establishing the real, local curriculum needs of the native peoples.
4. Native people interviewed often had great difficulty dealing with educational institutions. A native educational ombudsman could be a valuable part of the solution to this problem.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s

Contracting Institution: Laurentian University

Availability: MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PRELIMINARY REPORT** **ON00118**

McGhie, Andrew; MacLean, Alistair

**-- An Investigation of Factors Associated with Student Stress and Academic Performance.**

-- Kingston : /Queen's University/, Dept. of Psychology, 1974. -- 13 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Secondary school/s

Effects of /anxiety/, /emotional/ /problem/s, and /study/ /habit/s compared by /rural/ and /urban/ areas and /sex/ -- Study regions: /Kingston/ -- Sample population: /grade 11/ students

## ABSTRACT

*Type of Study:*

Descriptive, Longitudinal

*Sample.*

635 grade 11 students in Kingston. Data first collected in 1972 for baseline assessment. Sample was majority of beginning grade 11 students in three Kingston area schools.

*Methodology.*

Standardized and self-made tests were administered. Test variables and questionnaire results compared to average grade 11 grades. Significance tests.

*Findings:*

1. There was a significanctly lower level of student average-grade /failure/s in the rural secondary school than in the two urban schools.
2. /Female/ students achieved significantly better grades than males, particularly in the two urban schools.
3. Almost 50% of the students at the urban secondary school in an economically /disadvantaged/ area scored in the bottom 10% of the IQ test. In particular, /verbal/ /IQ/ was lower in that secondary school.
4. While 'facilitating' anxiety was related to higher grades only in the rural school, 'debilitating' anxiety was most strongly related to lower grades in the two urban schools.
5. Good study habits significantly related to good grades overall, but relationship was weaker or absent in secondary school with lower IQ levels.
6. None of the 12 subscales on personal or emotional problems appeared to be related to academic achievement.

*Tests Used in Research but not Included in Document:*

Self-made biographical and test anxiety /questionnaire/s; /Study Habits Inventory/; /Heim's A.H. 4 Test/; /Mooney Problem Checklist/

*Notes.*

Final report for year 1972-73

Contracting Institution Queen's University

Availability MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library Mowat Block, Toronto

PUBLISHED REPORT ON00119

Hull, Thomas E.; Holt, Richard C.; Phillips, Corley

-- **Teaching Computer Studies : An Investigation of Support Materials for Teaching Computer Studies in Ontario High Schools.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 52 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SECONDARY SCHOOL/S. Ontario

/Curriculum/ subjects: /computer science/ and /data processing/. /Programming language/s, /teaching aid/s and /textbook/s

## ABSTRACT

*Type of Study:*

Descriptive; Pilot

*Sample:*

270 secondary school teachers of computer studies courses in Ontario; responses from 114 (42%).

*Methodology:*

Mailed questionnaires queried existing pattern of use of computer equipment, texts, and materials in the courses. Interviews held with teachers of computer studies and their consultants to collect opinions about computer equipment and materials as well as suggestions for improvement. Recommendations made; pilot project carried out to test recommendations.

*Findings:*

1. Many secondary schools provided no computer services for their students. The schools providing the best services were located in the larger cities.
2. Teachers of computer studies felt that existing texts did not cover relevant course material at a level appropriate for secondary school students.
3. Many teachers had little formal training in the subject.
4. /FORTRAN/ was by far the most common high level computer language used in the courses.
5. A subset of the /PL-1/ language was found to be well suited for use in secondary schools.

*Conclusions:*

1. Schools could provide economical services for students by using small on-site computers for batch processing of student jobs.
2. Further research is needed to determine students' reactions to the use of the PL-1 subset.

*Special Features:*

1. /Bibliography/ of Text and Reference Books -- 98 items
2. Brief Description of PL-1 Subsets

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/

*Notes:*

1. Final report to Ministry titled An Investigation of Support Materials for Teaching Computer Studies in Ontario High Schools
2. Recommendations tested and reported in ON00077.

Related Records ON00077

Contracting Institution: /University of Toronto/

Availability: MF - $0.50, HC - $1.50 from the Ontario Government Bookstore or OISE Publication Sales

PUBLISHED REPORT ON00120

O'Bryan, Kenneth G.; Kuplowska, Olga M.; O'Bryan, M.H.

-- **The Junior Kindergarten Study.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 133 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/JUNIOR KINDERGARTEN/ /TEACHER/S
  /Certification/
  /Qualification/s related to /competence/
JUNIOR KINDERGARTEN TEACHERS. Ontario
  Certification. Proposed qualifications and procedures

## ABSTRACT

*Type of Study:*
Discursive; Literature review; Descriptive

*Purpose:*
To provide a broadly based analysis of the place of noncertified /early childhood education/ graduates in the structure of Ontario education.

*Methodology:*
Information reviewed and analyzed; general research; available completed research; scholarly readings and interpretive literature; current local, national, and international procedures; and a sampling of viewpoints by specialists, teachers, principals, parents, and the public. Three semistructured /interview/ schedules were used.

*Findings:*
1. The literature suggests that teacher qualifications and competence are two separate elements of the problem of teaching.
2. Noncertified, employed teachers invariably felt they were well qualified for their work in kindergarten, and were strongly supported by colleagues on staff and by their principals.

*Conclusions:*
1. No certification should be available to prospective teachers who do not have a university degree.
2. There seems to be no valid reason for the noncertification of the graduates of the /Institute of Child Study/. All Institute students have a university degree.
3. A tribunal, representing the Ministry of Education, the teachers' federations, and the Association of Early Childhood Education, could be used to assess qualifications and recommend certification of Ryerson Polytechnical Institute and CAAT graduates.
4. Nonuniversity qualified graduates of the early childhood education courses might best be required to upgrade their own qualifications to a university degree and then apply for certification. Otherwise they might be /teacher aide/s in nursery or day schools.

*Special Features:*
1. /Annotated bibliography/, pp. 76-103
2. Survey of courses offered in Ontario related to early childhood education, pp. 110-122

*Tests Included in Document:*
Noncertified teacher questionnaire (self-made)

*Tests Used in Research but not Included in Document:*
Two self-made /questionnaire/s

*Notes:*
1. Project title: The Junior Kindergarten Study the Question of Certification
2. Final report to Ministry titled: The Junior Kindergarten Study. 1974. -- 130 p.

Related Records: ON00037

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 140 938

Availability: MF - $1.00; HC - $2.00 from the Ontario Government Bookstore or OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00121**

**Wand, Barbara**

**-- Kindergarten Screening for Potential Reading Difficulties.**

-- Ottawa : /Carleton Board of Education/, 1974 -- 86, 20 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING DISABILITY/. /Kindergarten/ /student/s
  /Screening/. /Test/s. /Evaluation/, compared by /sex difference/s
/READING READINESS/. Kindergarten students
  compared by /age/, /sex/, and /open plan/ and /traditional plan/ /school/s -- Study regions: /Carleton County/

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To examine effectiveness in predicting reading success of a reading readiness measure supplemented by measures of auditory and visual acuity and linguistic competence; to examine sex differences on readiness tests.

*Sample:*

271 kindergarten students in 6 schools (3 enclosed areas, 2 open plans, 1 open education); students from original sample attending grade 1 (n = 214); those attending grade 2 (n = 207). Data collected 1971-1973.

*Methodology*

First phase, a battery of tests; second phase, Gates-MacGinitie Reading Test; third phase, further reading test and teacher's rating of student. Predictive quality of initial battery measured by two subsequent reading tests and teacher's rating. Follow-up data: late 1973, intelligence test; late 1972, speech assessment; late 1973, /parent/al questionnaire. Multiple regression analysis.

*Findings:*

1. Findings tentative.
2. On kindergarten tests /female/s did better than /male/s.
3. While older half of kindergarten student sample did much better in first battery of tests than the younger, age difference did not have a significant effect on female test scores.
4. Students in traditionally organized classrooms scored higher on K-grade 1 tests, particularly in /motor/ and /language/ tests.
5. Acquisition of reading related skills partly a result of /maturation/ rather than instruction.
6. For males, accuracy of /visual/ and /aural/ /perception/ and discrimination and reproduction of sounds were key /skill/s differentiating between good and poor readers.
7. For females, fine motor control, visual and aural memory, /vocabulary/, length of /verbal/ expressions, and skill in verbal ideation assumed greater importance.

*Conclusions*

1. Particular attention should be paid to younger students and male students in kindergarten.
2. Classroom organization affects both /learning/ and teacher assessment of student /behaviour/.
3. Different screening methods to determine future reading problems should be established for each sex. Different performance expectations should be assumed by sex and age.

*Special Features:*

/Bibliography/, pp. 69-72

*Tests Included in Document:*

Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*

/Lorge-Thorndike Intelligence/ Test, Form 1; /Monroe Reading Aptitude Test/s; /Goldman-Fristoe Test of Articu/lation; /Titmus Vision Tester/

Contracting Institution: Carleton Board of Education

Availability: MF available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00122**

Systems Dimensions Ltd. Systems Research Group
**-- Learning Materials Survey.**
-- Toronto : /Systems Dimensions Ltd./, 1974. -- 989 p. in 4 v. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHING AID/S. /Elementary school/s and /secondary school/s. Ontario
/Availability/ and /use/
/Evaluation/ by /librarian/s, /principal/s, and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess the nature, availability, and use of teaching aids in Ontario elementary and secondary schools.

*Sample:*
Random samples of 5,463 elementary school teachers, 607 principals, and 607 librarians; 11,358 secondary school teachers, 607 principals, and 607 librarians. Data collected October 1973- March 1974.

*Methodology:*
Questionnaires mailed. Elementary school response teachers 57%, principals 103%, librarians 43%. Secondary school response teachers 58%, principals 67%, librarians 41%. Data analyzed using Statistical Package for the Social Sciences. Detailed explanations of sampling and computing included.

*Findings:*
1. All groups indicated that there were enough texts, library reference books, and /film/s; secondary school librarians had some reservations about adequate supply of /reference material/s.
2. Both elementary and secondary school teachers wanted to use texts not on /Circular 14/.
3. All groups, but especially elementary and secondary school librarians and elementary school principals, reported having insufficient /audiovisual aid/s.
4. Both elementary and secondary school teachers stated they have had to make own materials.
5. All groups, except elementary school principals, judged available materials as generally good.
6. All groups expressed various degrees of dissatisfaction with availability and quality of /Canadian/ materials.
7. All groups indicated /cost/ as most limiting factor in obtaining sufficient materials.

*Special Features:*
1. /Annotated Bibliography/ of Selected International Material, v. 2.
2. Annotated Bibliography of Selected Canadian Material, v. 2.
3. Transcripts of /interview/s of 10 educators, v. 4.

*Tests Included in Document:*
Self-made learning materials /questionnaire/, v. 1, pp. 13-18

*Notes:*
V.1, Procedures; V 2, Literature Search; V.3, Summary of Results; V.4, Interviews with Field Personnel

Contracting Institution Systems Dimensions Ltd.

Availability MF not available; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00123**

Davidson, Iain; Fletcher, Janet; Howard, Mary; Joeck, Ian; Santin, Sylvia; Simmons, Joyce Nesker; Weaver, Doris
-- **Handbook for Parents of Preschool Blind Children.**
-- Toronto : /Ontario Ministry of Education/, 1976. -- 97 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VISUALLY HANDICAPPED/ CHILDREN
Development, activities and services -- For /parent/s -- Manuals

## ANNOTATION

This is a revised and expanded version of a handbook originally published in 1974, and is intended primarily to help parents provide their /blind/ children with structured and purposeful guidance in the early years, but also to be helpful to workers in the field.

The first chapter describes typical reactions of parents to the fact of blindness, and offers suggestions for dealing with other children in the /family/, relatives, strangers and medical and other professionals. The second chapter defines the degrees of visual impairment subsumed by the global term 'blindness' as defined by legislation.

Chapter 3 sketches the major milestones of /child development/ and offers practical suggestions for encouraging: feeding, sleeping, grooming, dressing and other self-care habits; /physical/ /development/ and mobility; the development of body image and spatial organization; intellectual, /emotional/, /social/ and /language/ development; and the development of whatever limited vision the child may have. This chapter also outlines indoor and outdoor /play/ activities, suggests toys appropriate for various ages and notes reasons for the development of mannerisms.

Chapter 4 lists general community information centres for the blind in various cities in Ontario, and central resource centres for the retarded, physically handicapped and the hearing- impaired. Also provided are: annotations of Directories of Community Services; addresses for genetic counselling centres and self-help and parent-relief groups; descriptions of available medical services; information on /preschool/, /nursery school/, /day care/ and formal school resources; descriptions on community recreational programs; and notes on toys, books, tapes and records.

Chapter 5 gives annotations on: 3 books on child development; 8 books on blind children; and 4 books on the multiply-handicapped.

*Notes:*
Product of project: Assessment Procedures and Programs for Pre-school /Multiply Handicapped/ Blind Children

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00124**

Watson, Cicely; McElroy, Sharon

**-- Ontario Secondary School Dropout Study; 1974-75.**

-- Toronto : /Ontario Ministry of Education/, 1976. -- 534 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/DROPOUT/S. /Secondary school/s. /Ontario/
  /Employment/, reasons for dropping out and /socioeconomic/ /characteristic/s
DROPOUT RATE. Secondary schools. Ontario
  related to /age/, /sex/, /grade level/s and /program/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose*
To determine the number, characteristics, /motivation/s, current activities and future plans of dropouts (DOs).

*Sample:*
26 boards of education, with 42.4% of Ontario secondary school (SS) enrolment, selected to represent the province as a whole. Data collected 1974-75.

*Methodology:*
DO data were collected from the boards. Re-entrants and no-shows (between year DOs) were estimated. DOs were sent questionnaires; subsamples were interviewed. Data were analyzed by sex, age, year, grade left, time of leaving, program, achievement, family characteristics, region, and combinations of variables. Comparisons were made with data collected in a 1972-73 survey and a 1973-74 pilot study. Tables, graphs; pie graphs.

*Findings*
1. Province wide, there were an estimated 73,117 DOs and no shows (12.4% of September enrolment), an absolute and relative increase over previous years. Among boards, the rate varied from 4 to 14% of enrolment.
2. 19% of DOs left in October, 14% in September, 13% in November, 12% in February.
3. DOs were 58% male (M), 42% female (F).
4. DOs were 5% of /grade 9/ enrolment, 8% of /grade 10/, 10% of /grade 11/, 8% of /grade 12/, and 10% of /grade 13/
5. 34% of DOs were 16 years old, 27% 17, 22% 18, 8% 19.
6. 44% left a /4-year/ program, 23% a /5-year/ program. Overall, 17% left year 1, 26% year 2, 27% year 3, 19% year 4, 12% year 5
7. High achieving DOs were disproportionately Fs.
8. DOs came from families that were larger and had lower incomes than average Ontario families.
9. Main reasons for leaving were: a job, 28%, need of money, 11%; hated school, 10%; failing, 10%; personal, 10%; medical, 4%, teachers, 4%, courses, 4%. Economic reasons increased across the grades and were more important for Ms.
10. 49% of DOs were working full time, 24% were unemployed and looking for work, 13% were working part time, 4% were studying full time. Over the 3 surveys, the proportion working steadily diminished, the proportion unemployed steadily grew.
11. 65% said their decision to leave was not sudden. Neither school personnel nor peers greatly influenced the decision.
12. The higher the student's grade and grade level, the more parents approved of, or were resigned to the decision to drop out.
13. Primary future plans were: stay at current job, 24%, get a better job, 16%; return to the same SS, 15%; return to a different SS, 7%.
14. Re-entrants were about 3% of enrolment; Ms outnumbered Fs 2 to 1. Re-entry was dependent upon /parental/ /attitude/s and finding a satisfying current activity.
15. /Toronto/ DOs differed from the rest of the province on almost all variables and responses. Re-entry was a peculiarly Toronto phenomenon

*Special Features:*
Notes and quotations from interviews, excerpts from letters.

*Tests Included in Document:*
Self-made /questionnaire/s

(GC)

Contracting Institution /Ontario Institute for Studies/ in Education

**Availability:** MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Office, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00125**

Boss, Marvin; Morrison, Frances E.

-- **Topic Tests in Mathematics : A Proposal for the Development of Assessment Instruments for Measuring the Attainment of Ontario Curriculum Objectives in Mathematics.**

-- Ottawa : /Ottawa Board of Education/, Research Centre; /University of Ottawa/, Faculty of Education, 1973. -- 126 p. in 2 v. ( -- Research report ; 73-06)(Mathematics topic tests ; 1) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CRITERION REFERENCED/ /TEST/S. /Mathematics/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s

Mathematics Topic Tests. Development

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To develop /English/ and /French/ /language/ versions of mathematics tests of /diagnostic/ value on specific topics suitable across grade levels with coverage to include /skill/s and both understanding and application of /mathematical concept/s.

*Methodology:*

Mathematics teachers and consultants from several eastern Ontario boards of education, mathematics consultants of the Ministry of Education, staff of the Ottawa Board of Education Research Centre, and graduate students and faculty of University of Ottawa formed planning and test development committees for primary, junior, intermediate and senior levels. Specific /objective/s were set for each topic; test items developed to assess achievement of the objectives. Quality of test items evaluated by item difficulty and discrimination indices. Committee of French speaking teachers developed equivalent French versions of tests.

*Conclusions:*

1. Twelve Mathematics Topic Tests in English are ready for try-out; (a) primary grades - P1, Number and Numeration; P2, Operations with /Whole Number/s; (b) /junior grade/s - J1, /Number/ and Numeration; J2, /Addition/ and /Subtraction/ of Whole Numbers; J3, /Multiplication/s and /Division/ with Whole Numbers; J4, Operations with /Fraction/s; (c) /intermediate grade/s - M1, Multiplication and Division of Fractions; S11, Manipulation of /Algebra/ic Expressions; S12, Linear Relations, One Variable; S13, /Geometry/; (d) /senior grade/s - S21, Manipulation of Mathematical Expressions; S23, /Trigonometry/
2. S11-S12, S21 and S23 have equivalent French versions.
3. Tests should be useful for assessing individual student's /academic achievement/ and weaknesses as well as for comparison of group achievement.

*Special Features:*

Tables of specifications of 12 tests

*Tests Included in Document:*

Trial versions of 12 /Mathematics Topic Test/s; 5 in French - /Tests de Concepts Mathématique/s

*Notes:*

ON00126 evaluates tests; ON00127 describes development of interpretive materials.

Related Records: ON00126; ON00127

Contracting Institution: University of Ottawa

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00126**

Boss, Marvin; Morrison, Frances E.

-- **Mathematics Topic Tests : Try-Out Data.**

-- Ottawa /University of Ottawa/, Faculty of Education ; /Ottawa Board of Education/, Research Centre, 1973. -- 98 p. in 2 v. ( -- Research report ; 73-17)(Mathematics topic tests ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CRITERION REFERENCED/ /TEST/S. /Mathematics/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s

Mathematics Topic Tests. /Validation/

## ABSTRACT

*Type of Study:*
Pilot

*Purpose:*
To evaluate Mathematics Topic Tests and assess their suitability to various grade levels.

*Sample:*
Selected classes from selected elementary schools and secondary schools representing varied sizes, socioeconomic backgrounds, and rural and urban settings from 8 boards of education in 4 Ministry regions. Data collected May 1973.

*Methodology:*
Tests evaluated at primary level were: /Number/ and Numeration (P1) and Operations with /Whole Number/s (P2). At junior and lower intermediate levels: Number and Numeration (J1), /Addition/ and /Subtraction/ of Whole Numbers (J2), /Multiplication/ and /Division/ with Whole Numbers (J3), Operations with /Fraction/s (J4) and Multiplications and Division with Fractions (M1). At secondary level: Manipulation of /Algebra/ic Expressions (S11), Linear Relations, One Variable (S12), /Geometry/ (S13), Manipulation of Mathematical Expressions (S21) and /Trigonometry/ (S23). 14,000 tests administered, one-third in secondary schools. Analysis by class, grade and school. Item analyses; tables.

*Findings:*
1. /Primary grade/ tests: several items on P1 ambiguous and section on fractions too difficult; P1 less difficult but results on items dealing with concepts varied greatly among schools.
2. /Junior grade/ and /intermediate grade/ tests: J1 emphasis on fractions, common fractions, and /decimal/ notation tended to be too difficult for grade 5; J2 was only one suitable at grade 4 level; J3 was suitable to grades 5-8; J4 showed the effect of specific instruction since 80% mastery on some items was achieved in grade 5; M1 suitable only to grades 7-8.
3. /Secondary grade/ tests focussed on skills and concepts needed for further study of mathematics. Results indicated need for greater attention to algebraic skills. Results on S12 were variable, with most classes reaching mastery level on some items but finding others difficult; content of S13 was ambiguous to some but familiar to others; S23 was given to grades 11-13 and was particularly useful at the beginning of grade 13.

*Conclusions:*
1. Necessary changes were made to improve the tests.
2. Mathematics Topic Tests should be useful in identifying general areas of strengths and weaknesses in a class and specific difficulties of individual students.

*Special Features:*
Characteristics of schools in which Mathematics Topic Tests were administered, v. 1, pp. 43-48

*Tests Used in Research but not Included in Document:*
/Mathematics Topic Test/s

*Notes:*
1. Project title: Collection of End-of-Year Data on Mathematics Assessment Tests.
2. ON00125 describes development tests; ON00127 describes development of interpretive materials

Related Records: ON00125; ON00127

Contracting Institution: University of Ottawa

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00127

Halpern, Gerald; Morrison, Frances E.

**-- Mathematics Topic Tests : Interpretative Materials.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 141 p. in 2 v. ( -- Research report ; 74-05)(Mathematics topic tests ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CRITERION REFERENCED/ /TEST/S. /Mathematics/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s

Mathematics Topic Tests. Administration and interpretation -- /Audiovisual/ presentation and manuals

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To develop materials to aid the use and interpretation of Mathematics Topic Tests.

*Methodology:*

/Slide/ presentation and /audiotape/ commentary prepared describing the test series, administrative procedures, and analysis and use of test results. Printed materials developed to accompany 5 published elementary level tests: manual on nature and purpose of tests, directions for administering tests, answer sheets and keys, individual and class record sheets for each test. Resource booklets of print and audiovisual materials and /game/s prepared for each of 5 elementary tests. For secondary level, specifications of objectives and contents of tests S11 and S21 were revised; set of resources based on tests were drawn up. Materials were tried out at some workshops and by some self-selected teachers with their classes.

*Special Features:*

1. Mathematics Topic Tests; Selected Resource Materials: 1, /Number/ and Numeration; 2, /Addition/ and /Subtraction/ of /Whole Number/s; 3, /Multiplication/ and /Division/ with Whole Numbers; 4, Operations with /Fraction/s; 5, Multiplication and Division with Fractions in v. 2 and as separate booklet.
2. Tables of Specifications for tests S11, Manipulation of Mathematical Expressions, and S21, Manipulation of Mathematical Expressions in v. 2.
3. Related Resource Materials for S11, in v. 2.
4. Slide-tape presentation on Mathematical Topic Tests - 90 slides, 2 cassettes.

*Tests Included in Document:*

/Mathematics Topic Test/s, S11 and S21 - drafts of revised versions

*Notes:*

1. Slide-Tape Presentation on Mathematics Topic Tests - 90 slides, 2 cassettes separately available
2. Morrison, Frances. -- Development and Use of Mathematics Topic Tests; Elementary Series. -- Ottawa : Ottawa Board of Education, Research Centre, 1974. (Research report ; 74-04). Not on MF
3. Mathematics Topic Tests, Elementary level - Form A, 1-5; class record sheets; individual record forms; manual and directions for administering and scoring. Published by University of Toronto, Faculty of Education, Guidance Centre, 1974. Not on MF.
4. ON00125 describes development of tests; ON00126 describes evaluation of tests.

Related Records: ON00125; ON00126

Contracting Institution: Ottawa Board of Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00128**

Desjarlais, Lionel; Rackauskas, John A.; Smith, Floyd R., Damusis, Vytenis B.; Wermuth, Jerry; Stuss, Don

— **Needs and Characteristics of Students in the Intermediate Years, Ages 12-16 : A Comprehensive Review of the Literature 1930-1974 with Recommendations for Educational Practice.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 395 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/ADOLESCENT/S

/Characteristic/s and /need/s related to education

## ABSTRACT

*Type of Study:*

Discursive; Literature review

*Methodology:*

Material organized in 4 chapters:

I Gives an overview of theories of adolescence from biological, cultural, sociological, psychoanalytic, psychobiological, and psychobiological-psychosocial perspectives; briefly examines psychological consequences of physical and intellectual growth and considers various schema of the goals of adolescence.

II Reviews physiological processes and events of adolescence. Much attention is given to height-weight growth and secondary sexual /maturation/, as most studies were found to be limited to these parameters. Also discussed are: the role of hormones; nutrition; respiration; circulation; childbearing capacity; and biorhythmicity of consciousness.

III Reviews /cognitive/ /development/ and intellectual functioning during adolescence, with discussion of psychonometric perspectives on quantitative aspects of development; Piaget's work on qualitative development; Vygotsky's studies on /language/ and thought; and various studies of individual variations of cognitive styles and forms of information processing, with emphasis on 'reflectivity-impulsivity' and 'field dependence-independence' styles.

IV Organizes recent empirical studies of /emotional/ and /social/ development (deviations excluded and clinical studies kept to a minimum) into 34 modal behaviours, with variations, in areas of emotional maturity; heightened emotionality; aggressive, inhibitory, and joyous states of affectivity; /self concept/; the /family/; /peer/s; and school.

*Conclusions:*

1. The acquisition of reproductive potential is the critical event of adolescence.
2. There is great variability in the timing of maturation stages. Each individual is unique.
3. Although adolescence represents a slowing of the process of mental growth, it is a fruitful time for /academic/ /learning/.
4. Educational methods must be modified to accommodate varying cognitive capabilities.
5. Schooling should be based on a 'rite of passage' concept, with stress placed on bolstering self esteem through full understanding of the changes taking place during adolescence.
6. Schools should offer adolescents opportunities for service to society.

*Special Features:*

/Bibliography/. pp 340-393

Contracting Institution University of Ottawa

Availability: MF - $2.00; HC - $5.00 from the Ontario Government Bookstore or the University of Ottawa Press, 65 Hastey Avenue, Ottawa

RAPPORT PUBLIÉ **ON00128**

Desjarlais, Lionel; Rackauskas, John A.; Smith, Floyd R.; Damusis, Vytenis B.; Wermuth, Jerry; Stuss, Don
-- **Besoins et caractéristiques des élèves du cycle intermédiaire (âgés de 12 à 16 ans) : Récapitulation générale des publications de 1930-1974 et recommandations pédagogiques.**
-- Toronto Ministère de l'Éducation, 1975. -- 443 p. (Ministère de l'Éducation de l'Ontario. Recherche sous contrat).

## SOMMAIRE

*Genre d'étude :*
Recension de la recherche

*Méthodologie :*
Organisation des matières en quatre chapitres:
I Survol des théories principales sur l'adolescence de plusieurs points de vue: biologique, culturel, sociologique, psychanalytique, psychobiologique, psychobiologique-psychosociale; résumé des buts de l'adolescence et des effets psychologiques des changements biologiques et physiologiques.
II La croissance et les changements physiologiques chez l'adolescent en détail: modèles de croissance de la taille et du poids, la maturation sexuelle. Autres sujets traités: le rôle des hormones, la nutrition, la respiration, la circulation, la grossesse, le rythme biologique de la conscience.
III Le fonctionnement cognitif et la croissance intellectuelle chez l'adolescent: la contribution des psychométriciens - les tests du développement mental; Piaget et les stades du développement; les études de Vygotsky sur le langage et la pensée; les dimensions du style intellectuel, surtout la dichotomie 'réflexivité-impulsivité' et la dépendance- indépendance du champ comme style cognitif.
IV Les études empiriques sur le développement émotif et social des adolescents normaux selon 34 comportements modals (on a essayé d'éviter les études cliniques). Parmi les sujets de discussion se trouvent la maturité et la fragilité émotive, les états agressifs et ceux d'inhibition et de joie, l'image de soi, la famille, les camarades, l'école.

*Conclusions:*
1. La maturation sexuelle est l'événement critique de l'adolescence.
2. Les étapes de la maturation varient beaucoup selon l'individu. Il n'y a pas de règle générale.
3. Bien que la jeune adolescence marque le début du ralentissement du développement intellectuel, c'est néanmoins l'époque bien favorable à l'apprentissage académique.
4. Les méthodes pédagogiques doivent être modifiées selon la capacité cognitive des étudiants.
5. L'éducation des adolescents devrait assister les étudiants à développer le respect de soi à l'aide d'une compréhension détaillée des changements qui les occupent pendant cette époque de leur vie.
6. Le programme d'études devrait donner aux étudiants l'occasion de se mettre au service de la société en général.

*Particularités :*
Bibliographie, pp. 358-443

*Notes:*
Version française

Organisme chargé de la recherche : Université d'Ottawa

On peut se procurer le document : MF - $2.00; l'exemplaire relié - $5.00 à la Librairie du gouvernement de l'Ontario et aux Éditions de l'Université d'Ottawa

**PUBLISHED REPORT** **ON00129**

Swain, Merrill; Barik, Henri C.

-- **Five Years of Primary French Immersion : Annual Reports of the Bilingual Education Project to the /Carleton Board of Education/ and /Ottawa Board of Education/ up to 1975.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 130 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/ /Curriculum/ subjects. /K-grade 4/. /Carleton County/ and /Ottawa/ /Immersion/ /program/s. /Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive; Research review

*Purpose:*
To report the results of ongoing evaluations of the French immersion program in schools of the Ottawa and Carleton Boards of Education from 1972-1975.

*Methodology:*
The studies evaluated French immersion programs in classes from kindergarten to grade 4. For each study, the objectives, samples, methods of testing, and results were reviewed and summarized. In addition, the writing skills of grade 3 French immersion pupils were assessed. Tables.

*Conclusions:*
1. There appears to be no cause for concern about students enrolled in the French immersion program. They are doing well not only in French but also in the other subject areas investigated.
2. In terms of /intelligence/ and /cognitive/ abilities, no harmful effects seem to result from being taught in a /second language/.
3. The apparent success of immersion programs to date has possibly been due in part to the receptivity of the /home/ /environment/ to this type of experience.

*Special Features:*
/Bibliographies/ at the end of each section

*Tests Used in Research but not Included in Document:*
/Canadian Cognitive Abilities/ Test; /Cloze Procedure/ in English and French; /Clymer-Barrett Prereading/ Battery; /French Comprehension Test/; /IEA French Listening Test/; /Metropolitan Achievement Test/s; /Otis-Lennon Mental Ability/ Test; /Stanford Early School Achieve/ment Test, /Test de Lecture/; /Test de Lecture 'California'/; /Test de Performance Orale/; /Test de Rendement en Français/; /Test de Rendement en Mathémati/ques

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - $5.00 from OISE publication sales

PUBLISHED REPORT ON00130

Tracz, George S.; Burtnyk, Wayne A.

**-- Ontario Teacher Wage-Bill Simulation Project : A Final Report on the Implementation of 'Teacher Cost Models' for Elementary and Secondary Schools at the Ontario Ministry of Education.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- 12 p. ( -- /Ontario teacher wage-bill sim/ulation project : 1) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s. Ontario
/Salary/s. /Projection/s. Application of Teacher /Cost/ Model. Development and implementation

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Purpose:*

To adapt the mathematical model for determining future wage bills (developed for Ontario secondary school personnel) to elementary school personnel, to implement both models at the Ministry of Education. Intended for educational planners, policy makers, and administrators.

*Methodology:*

Data from annual survey of Ontario Public School Trustees' Association, from surveys of 12 public and 6 separate elementary boards of education by Ontario Institute for Studies in Education, October 1972, and from annual reports on salary schedules by Ontario School Trustees' Council were used to develop elementary model. Secondary model updated using secondary school manpower and salary data, 1971-72 and 1972-73, issued by Ontario Secondary School Teachers' Federation. Teacher Cost Model documentation was transferred to Educational Data Processing (EDP) Branch, Ministry of Education; data for Metropolitan Toronto were used for test runs of projections. Computer program decks were given to EDP Branch; manuals were developed.

*Special Features:*

/Bibliography/, pp. 10-12

*Notes:*

Several related publications separately published in Educational Planning Occasional Papers Series by the Ontario Institute for Studies in Education, Dept. of Educational Planning: Estimation of Teacher Salary Schedules, 1972, 14 p. by Burtnyk; Research into Academic Staff Manpower and Salary Issues : A Selective Bibliography, 1974, 35 p. by Tracz; The Dynamics of Teacher Costs : A Dollar Flow Analysis, 1974, 22 p. by Tracz and Burtnyk; Planning Educational Expenditures : Toward a More Precise Determination of Teacher Costs, 1973, 15 p. by Tracz and Burtnyk; Teacher Cost Models, 1972, 90 p. by Tracz and Burtnyk.

Related Records: ON00131; ON00132; ON00133; ON00134; ON00135

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00131**

**Tracz, George S.; Burtnyk, Wayne A.**

**-- Maintenance of Data Base Reference Manual.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- iv, 16 p. ( -- /Ontario teacher wage-bill sim/ulation project ; 2) (Ministry of Education, Ontario. Contractual Research).

**SUBJECT**

/SALARY/S. /Teacher/s. /Secondary school/s
/Projection/s. Data bases. Maintenance -- Technical manuals

**ANNOTATION**

The manual describes updating procedures of data base DBTCMxx, which provides historical data for the secondary school personal projection program SECPROJ, by program MAINTAIN. Includes system flow chart, computer requirements, specifications of card input data, and procedures for submitting a job to the operating system. /Annotated bibliography/.

Related Records: ON00130; ON00132; ON00133; ON00134; ON00135

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00132

Tracz, George S.; Burtnyk, Wayne A.

-- **Elementary Projection Program : Internal Logic Manual.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- iv, 18 p. ( -- /Ontario teacher wage-bill sim/ulation project ; 3) (Ministry of Education, Ontario. Contractual Research).

### SUBJECT

ELEMENTARY /PROJECTION/ PROGRAM. Computer programs
Application to projection of /salary/s of /elementary school/ /teacher/s -- Technical manuals

### ANNOTATION

Intended for programmers, the manual presents technical information on ELEMPROJ, the Elementary Projection Program for computing wage bill projections of elementary school personnel by estimating /labour force/ trends and salary schedules. Includes information on logical structure, program switches, subroutines, input-output and error messages, and a dictionary of important variables in main program. /Annotated bibliography/.

Related Records: ON00130; ON00131; ON00133; ON00134; ON00135

Contracting Institution: Ontario Institute for Studies in Education

Availability MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00133**

Tracz, George S.; Burtnyk, Wayne A.
**-- Elementary Projection Program : User's Manual.**
-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- iv, 137 p. ( -- /Ontario teacher wage-bill sim/ulation project ; 4) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

ELEMENTARY /PROJECTION/ PROGRAM. Computer programs
Application to projection of /salary/s of /elementary school/ /teacher/s -- User manuals

## ANNOTATION

The manual describes the development and capabilities of ELEMPROJ, a program for computing wage bill projections of Ontario elementary school personnel for up to 10 years. Applications are explained in detail by specification of input data and interpretation of output data of a sample problem. Various modes of operation of ELEMPROJ are illustrated. /Annotated bibliography/.

Related Records: ON00130; ON00131; ON00132; ON00134; ON00135

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Office, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00134

Tracz, George S.; Burtnyk, Wayne A.

**-- Secondary Projection Program : Internal Logic Manual.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- iv, 18 p. ( -- /Ontario teacher wage-bill sim/ulation project ; 5) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

SECONDARY /PROJECTION/ PROGRAM. Computer programs

Application to projections of /salary/s of /secondary school/ /teacher/s -- Technical manuals

ANNOTATION

Intended for programmers, the manual covers technical information on SECPROJ, the Secondary Projection Program for computing secondary school personnel wage bill projections from estimated manpower trends and salary schedules. Includes information on logical structure, program switches, subroutines, input-output, and error messages and a dictionary of important variables in main program. /Annotated bibliography/.

Related Records: ON00130; ON00131; ON00132; ON00133; ON00135

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00135**

**Tracz, George S.; Burtnyk, Wayne A.**

**-- Secondary Projection Program : User's Manual.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- iv, 120 p. ( -- /Ontario teacher wage-bill sim/ulation project ; 6) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

SECONDARY /PROJECTION/ PROGRAM. Computer programs
Application to projection of /salary/s of /secondary school/ /teacher/s -- User manuals

ANNOTATION

The manual describes the development and capabilities of SECPROJ, a program for computing wage bill projections of secondary school personnel for up to 10 years. Illustrates the use of SECPROJ in projecting the wage bill of secondary school personnel of an educational region of Ontario. Procedures for inputing data and descriptions of output reports and their interpretation are included. /Annotated bibliography/.

Related Records: ON00130; ON00131; ON00132; ON00133; ON00134

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00136**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project
**-- Experiences with Sets and Numbers.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1972. -- 120 p. ( -- /Curriculum series/ ; 14)(/Mathematics evaluation mater/ials package project ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ARITHMETIC/. /Curriculum/ subjects. /Grades 4-6/
/Criterion referenced/ /test/s: Mathematics /Evaluation/ Materials Packages -- Manuals

## ANNOTATION

Intended to aid teachers in evaluation of /academic achievement/ in /set/s and /number/s by providing test items relating to specific objectives on grades 4-6 level. Designed for classroom use in an educational system, encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose-leaf manual contains a list of teaching /objective/s for mathematics, followed by test items organized under appropriate objectives. Answers to test items and sample inventories are included. Contains a /bibliography/ of 9 items on criterion referenced tests and of 29 items on elementary school mathematics.

*Notes:*
This is one of five evaluative packages. ON00137 /Addition/ and /Subtraction/; ON00138 /Multiplication/ and /Division/ - Mixed Operations; ON00139 /Fraction/s and /Decimal/s - /Ratio/s and Per Cent; ON00140 Measurement and /Geometry/

Related Records: ON00137; ON00138; ON00139; ON00140

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - for sale from OISE Publication Sales as part of a set

**PUBLISHED REPORT** **ON00137**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project
**-- Addition and Subtraction.**
-- Toronto /Ontario Institute for Studies/ in Education, 1973. -- 78 p. ( -- /Curriculum series/ ; 16)(/Mathematics evaluation mater/ials package project ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ARITHMETIC/ /Curriculum/ subjects: /Grades 4-6/
/Criterion referenced/ /test/s: Mathematics /Evaluation/ Materials Packages -- Manuals

## ANNOTATION

Intended to aid teachers in evaluation of /academic achievement/ in /addition/ and /subtraction/ by providing test items relating to specific /objective/s on grades 4-6 level. Designed for classroom use in an educational system encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose-leaf manual contains a list of teaching objectives for mathematics, followed by test items organized under appropriate objectives. Answers to test items and sample inventories are included. Contains a /bibliography/ of 9 items on criterion referenced tests and of 35 items on elementary school mathematics.

*Notes:*
This is one of five evaluative packages See ON00136 for listing of others.

Related Records: ON00136; ON00138; ON00136; ON00139; ON00140

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - for sale from OISE Publications Sales as part of a set

**PUBLISHED REPORT** **ON00138**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project
**-- Multiplication and Division : Mixed Operations.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 150 p. ( -- /Curriculum series/; 17)(/Mathematics evaluation mater/ials package project ; 4) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ARITHMETIC/ /Curriculum/ subjects. /Grades 4-6/
/Criterion referenced//test/s : Mathematics /Evaluation/ Materials Packages -- Manuals

## ANNOTATION

Intended to aid teachers in evaluation of /academic achievement/ in /multiplication/, /division/, and mixed operations by providing test items relating to specific /objective/s on grades 4-6 level. Designed for classroom use in an educational system encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose-leaf manual contains a list of teaching objectives for mathematics, followed by test items organized under appropriate objectives. Answers to test items and sample inventories are included. Contains a /bibliography/ of 9 items on criterion referenced tests and of 35 items on elementary school mathematics.

*Notes*

This is one of five evaluative packages. See ON00136 for listing of others.

Related Records ON00136; ON00137; ON00139; ON00140

Contracting Institution Ontario Institute for Studies in Education

Availability MF - $1.50; HC - for sale from OISE Publication Sales as part of a set

**PUBLISHED REPORT** **ON00139**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project
**-- Fractions and Decimals : Ratio and Per Cent.**
-- Toronto . /Ontario Institute for Studies/ in Education, 1973. -- 160 p. ( -- /Curriculum series/; 18)(/Mathematics evaluation mater/ials package project; 5) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ARITHMETIC/. /Curriculum/ subjects. /Grades 4-6/
/Criterion referenced/ /test/s : Mathematics /Evaluation/ Materials Packages -- Manuals

## ANNOTATION

Intended to aid teachers in evaluation of /academic achievement/ in /fraction/s, /decimal/s, /ratio/, and /percentage/ by providing test items relating to specific /objective/s on grades 4- 6 levels. Designed for classroom use in an educational system encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose- leaf manual contains a list of teaching objectives for mathematics, followed by test items organized under appropriate objectives. Answers to test items and sample inventories are included. Contains a /bibliography/ of 9 items on criterion referenced tests and of 35 items on elementary school mathematics.

*Notes:*
This is one of five evaluative packages. See ON00136 for listing of others.

Related Records: ON00136; ON00137; ON00138; ON00140

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - for sale from OISE Publication Sales as a part of a set.

**PUBLISHED REPORT** **ON00140**

Ontario Institute for Studies in Education. Mathematics Evaluation Materials Package Project

**-- Measurement and Geometry.**

-- Toronto: /Ontario Institute for Studies/ in Education, 1974. -- 190 p. ( -- /Curriculum series/; 19)(/Mathematics evaluation mater/ials package project ; 6) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/GEOMETRY/. /Curriculum/ subjects. /Grades 4-6/
/Criterion referenced/ /test/s : Mathematics /Evaluation/ Materials Packages -- Manuals

## ANNOTATION

Intended to aid teachers in evaluation of /academic achievement/ in measurement and geometry by providing test items relating to specific /objective/s on grades 4-6 level. Designed for classroom use in an educational system encouraging increased teacher and principal participation in /curriculum development/ within flexible guidelines. The loose-leaf manual contains a list of teaching objectives for mathematics, followed by test items organized under appropriate objectives. Some of the items involve /observation/ and discussion while a student performs a specific activity. Answers to test items and sample inventories are included. Contains a /bibliography/ of 9 items on criterion referenced tests and of 35 items on elementary school mathematics.

*Notes:*
This is one of five evaluative packages. See ON00136 for listing of others.

Related Records: ON00136; ON00137; ON00138; ON00139

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50 ; HC - for sale from OISE Publication Sales as part of a set

**FINAL REPORT (MINISTRY)** **ON00141**

O'Reilly, Robert; Garland, Parnell

**-- Paradigm for Evaluation in the High School.**

-- Ottawa : /University of Ottawa/, 1974. -- 109 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/TEACHING/. /Secondary school/s

Application of /management/ by /objective/s : Mastery Learning Model. Evaluation -- Study regions: /Eastern/ /Ontario/ -- Sample population: /grades 9-10/ /student/s

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To demonstrate a model for /educational/ /supervisor/s, which attempts to link management theory to /learning/.

*Sample:*
1,100 secondary school students, grades 9-10, from 48 classes in Eastern Ontario. Random and matched. Data collected May 1973.

*Methodology:*
The Mastery Learning Model was taught to teachers in 4 eight-hour workshops. 24 classes were experimental and 24 control. Standardized tests and questionnaires were administered. Tables; correlations; multiple correlations; canonical correlations.

*Findings:*
1. Students who had strong /verbal/ and mathematical /ability/ tended to have high /mathematics/ /achievement/ scores.
2. 77% of /academic achievement/ variance was found to be predictable from the results of 5 input variables; verbal aptitudes, mathematical aptitudes, parental education, dislike for schooling, and career planning.
3. /Classroom/ /environment/ was significantly related to mathematics achievement.
4. The Mastery Learning Model usage in the classroom was not significantly related (-.20) to mathematics achievement or to mathematics /attitude/ scales. This finding seemed to be at odds with the findings of Bloom (1971) and Block (1971).

*Conclusions:*
1. Mathematics achievement is a product of student and classroom characteristics.
2. An important element of the Mastery Model (/Likert, Rensis/, 1967) is the sharing and declaration of goals for student performance. Despite the inconclusive results of this study, the author is in sympathy with the idea that all secondary schools and departments should establish and publish such goals.
3. While control group teachers already employed aspects of the Mastery Model in their teaching, most of the experimental group did not use the complete model in their teaching. The students did not perceive that the model had produced a change in the way their teachers were handling the class.
4. An important area of supervision is to improve learning environments in school and thus change the development of attitudes.

*Special Features:*
1. /Bibliography/ -- 49 items
2. Statistical Methods

*Tests Included in Document:*
Learning Environment Inventory; Biographical Inventory; Mathematics Class Inventory; Workshop Evaluation Questionnaire

*Tests Used in Research but not Included in Document:*
/Stanford Achievement Test/ (Mathematics -- Form W)

Contracting Institution: University of Ottawa

Availability: MF and HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00142**

**Silverman, Harry; O'Bryan, Kenneth G.**

**-- Perceptual-Motor Training and School Achievement.**

**-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 6 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

## SUBJECT

/PERCEPTUALLY/ /HANDICAPPED/ /STUDENT/S. /Elementary school/s

/Motor/ /development/, perceptual development, and perceptual motor coordination. Improvement related to /academic achievement/

## ABSTRACT

*Type of Study:*

Experimental; Longitudinal

*Purpose:*

To test assumptions underlying current perceptual and motor training programs for perceptually handicapped students.

*Sample:*

41 /male/ students, ages 8-10, grades 2-4, from boards of education near Hamilton, who had a perceptual handicap, had at least average intelligence, and were at least two years behind in /reading ability/. Data collected 1969-1973.

*Methodology:*

Subjects randomly placed in 3 groups: (1) experimental, (2) placebo, and (3) control. Students in groups 1 and 2 attended twice-weekly sessions and received rewards for participation in the activities. Group 1 students received expert training and established programs to improve motor coordination, binocular coordination, and perceptual development; group 2 engaged in watching films, storytelling, talks, simple science demonstrations, and nature walks; and the control group remained in regular school classes. Subjects were retested completely every 6 months for 4 years, and interviews were held with parents and teachers. Battery of tests.

*Findings:*

1. After 12 months there was no significant difference among the 3 groups on any variable.
2. After 18 months, significant differences (0.05 level) were found within the experimental group and between the experimental group and the other two groups on test functioning in the perceptual, motor, and perceptual-motor areas. No differences on the academic variable.
3. At the end of the 2-year training program, group 1 students showed significant improvement (0.05) in perceptual motor functioning over the other two groups; significant differences (0.1) were found in reading between the control group and groups 1 and 2, while no significant difference was found between group 1 and 2 in reading ability.
4. No further change was noted at the end of the two year follow-up period.

*Conclusions:*

The efficacy or even the relevance of perceptual-motor training as a /remedial/ approach to improve reading thus appears open to question. A pleasant reinforcing /play/-activity program appears to be at least equally effective.

Contracting Institution Ontario Institute for Studies in Education

Availability MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00143**

**Williams, D.M.L.; Darbyshire, J.O.; Campbell, S.M.**

**-- Play Patterns in Young Children with Communication Disorders in an Integrated Nursery School.**

-- Kingston :/Queen's University/, Dept. of Otolaryngology, 1974. -- 36 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/INTEGRATED/ /SCHOOL/S. /Nursery school/s
/Aurally handicapped/ /student/s and /language/ /handicap/ped students. /Play/

## ABSTRACT

*Type of Study:*
Longitudinal

*Sample.*
6 nursery school students with hearing, speech and-or language disorders. 6 normal students. Data collected November 1973-April 1974.

*Methodology:*
/Observation/al, timed samples of play /behaviour/ of both groups during free play periods. Teacher assessments were made of time each child spent in different play areas. Ongoing commentaries were kept by teachers of each student's progress. Teachers were interviewed. Background data on students were gathered. Two tests administered. A wide range of special assistance was available (speech pathologist, psychologist, hearing therapist, and family social worker).

*Findings:*
Over a 4-5 month period, 4 of the 6 handicapped students showed improvement in the number of play behaviours they were able to perform.

*Conclusions:*
1. A ratio of 4 normal students to 1 handicapped is a good one in an integrated nursery school.
2. A /student-teacher/ /ratio/ of 1 to 7-8 is also considered appropriate. This excludes special assistance.
3. The integrated nursery is the proper vehicle to help handicapped students.
4. Teachers in future integrated nurseries should be given a short week-long course in the use of hearing aids and elementary audiology, as difficulties have been experienced in this area.
5. Both parents and teachers of aurally and language handicapped students need access to an expert in the field of play and recreation.
6. Parental discord at home and the difficulty of some of the parents to deal intelligently with the problems of their children is a great obstacle to the development of normal play and social growth in general.

*Special Features:*
Bibliography -- 6 items

*Tests Included in Document:*
Self-made tests: Free play data rating scale; Social Worker Interview Schedule

*Tests Used in Research but not Included in Document:*
/Developmental Test of Visual/ Motor Integration, /Minnesota Child Development/ Inventory

Contracting Institution: Queen's University

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00144**

Humphreys, Edward H.; Elwood, Bryan C.

**-- Effectiveness of the Revised Ontario School Record.**

Toronto : /Ontario Ministry of Education/, 1976. -- 162 p. ( -- /Evaluation of the Ontario scho/ol record system ; 1) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. Schools. Ontario

/Record/s: Revised /Ontario School Record/ System. /Attitude/s of and use by /counsellor/s, /parent/s, /principal/s and students

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

3 random samples of professional educators (656, 656, and 1,122) chosen from membership of the five affiliated organizations of the /Ontario Teachers' Federation/; a selection of counsellors, principals, parents, and students from all regions of the province.

*Methodology:*

Those groups which needed and used the Ontario School Record (OSR) the most, were identified. Questionnaires mailed to educators. Users' needs and preferences, perceptions of Ministry intent concerning OSR, and actual practices and procedures, considered. Data analyzed according to functional role of respondents and grade level of students they worked with. Interviews conducted with counsellors, principals, parents, and students.

*Findings:*

1. Main users of student information and OSR were school-based educators - teachers, counsellors, and principals; they required a wide variety of /information/.
2. Parents and students required selected information, related mainly to /academic achievement/ and /development/.
3. Educators strongly agreed that OSR should contain any information that might assist them in their work with a student.
4. In practice, educators obtained student information from a variety of sources, often not the OSR.
5. Revised OSR judged to contain less useful information than its predecessor. Widespread confusion regarding interpretation of OSR procedural /regulation/s.
6. Parents and students had little knowledge of OSR content, or its use in school system.
7. Almost all educators agreed that OSR content should be reviewed regularly to ensure reliability; most suggested every year or two years.
8. Educators agreed that the principal should make final decision about what information may be added to, or deleted from OSR and that /access/ to OSR should be carefully restricted to school professionals working directly with students, and perhaps to parents and mature students.

*Conclusions:*

1. Current OSR does not satisfy a majority of information requirements of school-based educators, chiefly because of content deficiencies in both quality and variety. OSR functions adequately, however, as a source for official transcripts and academic achievement reports.
2. A better understanding of OSR regulations, coupled with increased board participation in administration of OSR system, should encourage the contribution of sensitive but important information to the OSR.

*Special Features:*

1. A Proposal for an Ontario School Information System
2. /Bibliography/ -- 50 items
3. Summaries of other reports in series, pp. 99-139
4. Appendix E: Summary of current /legislation/

*Tests Used in Research but not Included in Document:*

3 self-made /questionnaire/s

*Notes:*

Interim report

Related Records: ON00100; ON00145; ON00577; ON00578

Contracting Institution: Ontario Institute for Studies in Education

**Availability:** MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00145**

Humphreys, Edward H.; Elwood, Bryan C.; Lennon, Mary Jane; Sugerman, David

-- **Survey of Professional Educators' Views As to the Objectives of and Access to the Ontario School Record.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1974. -- 49 p. ( -- /Evaluation of the Ontario scho/ol record system ; 2)(-- OISE Project536- 59) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/RECORD/S. /Student/s. Schools. Ontario
/Ontario School Record/ System. /Content/ and /access/. /Attitude/s of /principal/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Stratified random sample of 693 members of the 5 affiliated organizations of the /Ontario Teachers' Federation/. Data collected 1974.

*Methodology:*
Questionnaires on /objective/s of Ontario School Record (OSR) system, and access to the OSR mailed to 862 school-based professional educators (693 responding). Respondents classified according to functional position and grade level of students they worked with. Data analyzed by cross-tabulation. Tables.

*Findings:*
1. Strong agreement among educators that OSR should contain any /information/ that might assist them in their work with a student. Opinion divided about including /standardized test/ results.
2. Educators at /secondary school/ level relied on OSR as a comprehensive source of student information, more than their colleagues at /elementary school/ level did.
3. Teachers, particularly at secondary level, wanted OSR to be the only student record.
4. Almost unanimous support for regular review of all enclosure-type information to ensure accuracy and relevance; majority indicated once every year or two years. Opinion divided concerning the length of time that permanent (file-folder) information should be kept.
5. Small majority of educators thought that the principal should have final authority to decide who may see an OSR file and whether an item of information may be added to or deleted from OSR.
6. Educators would permit unrestricted access to OSR files only to school-based professionals working directly with students; other potential users would meet with varying degrees of restriction.

*Conclusions:*
1. Educators believe that the primary objective of OSR should be to serve as a depository for information which will assist them in their interaction with the student.
2. OSR should contain all relevant student information, including academic development, non- academic development and background, identification, and health.
3. OSR enclosures should be reviewed at frequent intervals to ensure relevance and accuracy.
4. Educators view OSR as a confidential, educational record, and its use should be preserved from individuals and bodies outside the educational system.

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Interim report

Related Records ON00100; ON00144; ON00577; ON00578

Contracting Institution Ontario Institute for Studies in Education

Availability MF - $1.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00146**

Dilling, Harold John; Cappell, Barbara A.

-- **Prerequisite Skills in Early Reading and Appropriate Teaching Strategies.**

-- Scarborough /Scarborough Board of Education/, Research Dept., 1974. -- 111 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Grade 1/
Effects of /teaching method/s: literal meaning and phonic linguistic
related to /reading readiness/ -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Action research; Comparative

*Purpose:*

To determine the relationship between /reading skill/ before formal teaching of reading and reading achievement at the end of grade 1, and to identify characteristics of successful grade 1 /reading/ /program/s.

*Sample:*

50 streamed and unstreamed grade 1 classes in 25 elementary schools in Scarborough; 50 teachers of the same classes. Data collected from September 1973 to June 1974.

*Methodology:*

In September and October 1973, students were given the Illinois Test of Psycholinguistic Abilities - Grammatic Closure Subtest; the Metropolitan Reading Readiness Test - Numbers and Word Meaning subtest; and the Murphy-Durrell Reading Readiness Analysis and Syntax Matching Test to determine their reading readiness. Each class was observed three times; teachers filled out Inventory of Classroom Reading Activities and Materials and were interviewed privately. Students' reading achievement was tested in late April using the Stanford Achievement Test - Primary 1 Reading Test. Tables; analysis of variance; multiple regression analysis.

*Findings:*

1. Results of Letter Names, Part II, and Learning Rate subtest of Murphy-Durrell Reading Readiness Analysis and Numbers subtest of Metropolitan Reading Readiness Test correlated well with /achievement/ /test/ in April.
2. Knowledge of capital letters at beginning of grade 1 had no positive correlation to reading success; in fact, it indicated lower paragraph comprehension at end of grade 1.
3. Younger children showed greater progress over the same time span than older children; most of the latter were grade repeaters or had special language problems.
4. /Male/s and /female/s did equally well in word reading and word study skills; but females did significantly better in paragraph comprehension.
5. Classes whose teachers emphasized /phonic/-/linguistic/ approach had better results in word reading, word study skills, and paragraph comprehension than those whose teachers stressed literal meaning.

*Conclusions:*

1. Letter Names, Part II, and Learning Rate subtests of Murphy-Durrell Reading Readiness Analysis and Numbers subtests of Metropolitan Reading Readiness Tests are good predictors of grade 1 reading achievement.
2. Phonic-linguistic instruction improves reading achievement in grade 1.

*Special Features:*

1. /Bibliography/ -- 15 items
2. /Literature review/

*Tests Used in Research but not Included in Document:*

/Illinois Test of Psycholing/uistic Abilities; /Metropolitan Reading Test/s; /Murphy-Durrell Reading Readiness/ Analysis; /Stanford Achievement Test/

Contracting Institution: Scarborough Board of Education

Availability: MF - $1.00; HC - $5.00 from Scarborough Board of Education, 140 Borough Drive, Scarborough, Ontario, M1P 4N6

FINAL REPORT (MINISTRY) ON00147

McInnis, C.E.; Donoghue, E.E.

**-- Research and Evaluation of Second Language Programs. Final Report, 1974-1975.**

-- Ottawa : /Carleton Roman Catholic/ /Separate School/ Board ; /University of Ottawa/, 1975. - - 211 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s /Immersion/ /program/s, /Francobus/ programs, 90-minutes and 40-minutes-per-day programs. /Evaluation/

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Purpose:*

To evaluate four second language programs: Intensive French Program (IFP) of 90 minutes per day; Experimental Immersion Program (EIP); Enriched French Program (EFP) of 40 minutes per day; and Short Term Immersion Program (Francobus).

*Sample:*

IFP: 116 /grade 1/, 93 /grade 2/, 93 /grade 3/ students; EIP: 93 grade 1, 86 grade 2, 80 grade 3 students, EFP: 150 grades 5-7 students; 93 /grades 5-7/ students in the 20-minutes per day, small classes French program, approximately 1,800 /grades 2-8/ Francobus students.

*Methodology:*

Pretesting used for sample selection. Batteries of tests and questionnaires administered to students at each grade level for each program, to measure intelligence, /attitude/, /academic achievement/, language proficiency, and /linguistic/ /development/. Tables.

*Findings:*

1. At grade 1 level, IFP students performed much better than EIP students in /English/ /skill/s as measured by Metropolitan Achievement Test (MAT). In French stories, which measured expressive skills in French, the EIP students did significantly better than the IFP students in 5 of the 8 variates.
2. At grade 2 level, EIP group performed significantly better than IFP group on 14 tests related to French language proficiency, while IFP group scored higher than the EIP students on 7 of the MAT subtests.
3. At grade 3 level, performance of EIP students better than that of IFP students on 18 tests. IFP group achieved higher scores than EIP group on 3 subtests of the MAT.
4. EFP group superior in performance to 20-minute group on 9 variates. The 20-minute group had better performances than EFP group on one variate only, English stories - rating for rhythm.
5. The Francobus program had a positive and significant effect in the lower grades (2 and 3), but showed no significance in the higher grades (5 to 8). English /teacher/s, French teachers, and /principal/s were generally favourable to the Francobus program.

*Special Features:*

1. /Bibliography/ -- 5 items
2. Statistical tables

*Tests Used in Research but not Included in Document:*

/Otis-Lennon Mental Ability/ Test; 1970 /Metropolitan Achievement Test/; /French Comprehension Test/; /Tests de Rendement/; /IEA French Speaking Test/; /English Story Telling/; /Word Association Skills Test/; /IEA French Reading Test/; /Canadian Lorge-Thorndike/ Intelligence Test

Related Records: ON00168

Contracting Institution: University of Ottawa; Carleton Roman Catholic Separate School Board

Availability: MF - $2.00 (together with ON00168); HC - $5.00 from the Ontario Government Bookstore, OISE Publication Sales, and University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00148**

Burnham, Sharon

-- **Recent Trends in Ontario Secondary School Enrollments and Survival Rates, and Evaluation of the 1972 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 107 p. (-- /Projections of enrollment/ and teacher supply ; 1) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/ and /droupout/ rates, 1968-1972

## ANNOTATION

Secondary school enrolment trends and survival rates are discussed, and 1972 projections are evaluated. Statistics for 1968-1972 are presented by grade for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes*

Related reports on secondary school enrolments. ON00150, ON00157, ON00160, ON00161: Overall report ON00162

Related Records: ON00150; ON00157; ON00160; ON00161; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00149

O'Mahony, J.T.; Watson, Greer

**-- Recent Trends in Ontario Elementary School Enrollments and Survival Rates, and Evaluation of the 1972 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 206 p. (-- /Projections of enrollment/ and teacher supply ; 2) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

STUDENTS. /Grade 1/. /Separate school/s and /pulbic school/s. Ontario
Enrolment

/STUDENT/S. /Elementary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/ and /dropout/ rates related to /grade level/s

## ANNOTATION

Distribution of grade 1 student enrolment between public and separate school systems for 1967- 1972 is given. Elementary school enrolment trends, proportion of students in auxiliary relative to regular grades, and survival rates for all grades are discussed; and 1972 projections are evaluated. Statistics for 1967-1972 are presented by grade for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on elementary school enrolments: ON00152, ON00156, ON00158. Overall report ON00162

Related Records: ON00152; ON00156; ON00158; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

Final Report **ON00150**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert; Siddiqui, Farid

**-- Ontario Secondary School Enrollment Projections.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 105 p. in 2 v. (-- /Projections of enrollment/ and teacher supply ; 3) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/ and /dropout/ rates. Projections, 1973-1986 related to /age/ and /grade level/s

## ANNOTATION

Secondary school enrolment trends, projections, and survival rates for 1973-1986 are discussed. Statistics are given by grade level and by age for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on secondary school enrolments: ON00148, ON00157, ON00160, ON00161. Overall report ON00162

Related Records: ON00148; ON00157; ON00160; ON00161; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00151**

**Beck, Clive; Sullivan, Edmund**

**-- Value Education in the Schools.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 21 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MORAL EDUCATION/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s
/Theoretical/ /background/
/MORAL/ /DEVELOPMENT/ (KOHLBERG MORAL REASONING QUESTIONNAIRE). /Student/s. Elementary schools and secondary schools

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To make an in-depth study of procedures for informing senior educational personnel about /value/ education, the moral development of upper elementary and secondary school students, and procedures for the assessment of moral /maturity/; to develop more adequate theory concerning moral development and moral education; and to identify appropriate topics, materials, teaching procedures and programs for value education in Ontario schools.

*Methodology:*
Research into procedures for informing educators about value education was carried out through /workshop/s, structured discussions, and interviews. The moral development of upper elementary and secondary school students was determined by administering the Kohlberg Moral Reasoning Questionnaire in continuing /longitudinal/ studies. Refinement of assessment procedures was achieved through theoretical reappraisal and by conducting scoring workshops with senior research personnel. Development of more adequate theory was carried out on the basis of the findings of this report, consideration of other theoretical works and research reports, contact with graduate students, and discussions with /teacher/s, educational /administrator/s, and /parent/s.

*Findings:*
1. Regarding the moral development of students, a previous finding was confirmed that most students moved steadily to a stage 3 (simple /conformity/) orientation at age 13 or 14 and remained at that stage through the high school years.
2. The Kohlberg Moral Reasoning Questionnaire continued to serve as a valuable instrument for assessing the moral development of students.

*Conclusions:*
1. Workshops for senior educational personnel which included a mixture of theoretical discussion, demonstrations, and consideration of practical proposals would be valuable in a program of implementation in value education.
2. The practising educator needs a variety of theoretical perspectives on moral development in addition to that provided by Kohlberg.

*Tests Used in Research but not Included in Document:*
/Kohlberg Moral Reasoning/ Questionnaire

Related Records ON00044; ON00172

Contracting Institution Ontario Institute for Studies in Education

Availability MF - $1.00 HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00152**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert; Siddiqui, Farid
**-- Ontario Elementary School Enrollment Projections.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 471 p. in 3 v. (-- /Projections of enrollment/ and teacher supply ; 4) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario
/Enrolment/. /Projection/s, 1973-1986

## ANNOTATION

Elementary school enrolment projections for 1973-1986 are presented by /grade level/ (based on grade survival rates) and by /age/. Statistics are given for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*
Related reports on elementary school enrolments: ON00149, ON00156, ON00158. Overall report ON00162

Related Records: ON00149; ON00156; ON00158; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00153**

**Leppmann, Peter K.**

**-- Unit Forming Principles in Reading Activity : Final Report.**

**-- Guelph : /University of Guelph/, Dept. of Psychology, 1975. -- 34 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

## SUBJECT

**/READING ACHIEVEMENT/. /Student/s. Elementary schools**
**related to /visual/ /perception/ -- Study regions: /Wellington County/ -- Study examples: /Grades 5-6/**

## ABSTRACT

***Type of Study:***
**Descriptive**

***Purpose:***
**To determine the role of perceptual flexibility in the development of effective reading.**

***Sample:***
**680 students in grades 5 and 6 at 9 schools; subsample of 130 male students. Data collected 1973.**

***Methodology:***
**Gates-MacGinitie Reading Test (GM) was administered to sample. Males who scored one standard deviation above (High) or below (Low) the sample norms on comprehension or speed and accuracy were selected for subsample. T.O. Stereotest (TOS), Spatial Orientation Test (SO), Wiring Diagram Test (WD), Hidden Digits Test (HD) and Children's Embedded Figures Test (CEFT) were administered to the subsample. Pearson Product Moment Correlation, Principal Components and Quantimax Rotation analyses, chi-square test and factor analysis were performed on the data. Tables.**

***Findings:***
1. Strong correlations were apparent between GM and HD scores for High students and between GM and WD scores for Low students.
2. There was little or no relation between GM and TOS scores.
3. The 'speed and accuracy' factor received strong loadings from GM vocabulary and comprehension scores, moderate loadings from SO, and very moderate loadings from HD and CEFT.
4. The 'extracting information' factor received the heaviest loading from CEFT, WD and HD.
5. The 'cognitive' factor was dominated by GM /vocabulary/ and /comprehension/ scores and received moderately high loadings from SO and CEFT.

***Conclusions:***
1. Perceptual flexibility, as measured by orientation, scanning and embedded figure identification tasks has some relationship to /reading/ /ability/.
2. Further investigation is required before the data can be generalized or applied to the development of reading programs.

***Special Features:***
1. /Bibliography/ -- 20 items
2. /Literature review/

***Tests Included in Document:***
/Spatial Orientation Test/; /Wiring Diagram Test/

***Tests Used in Research but not Included in Document:***
/Children's Embedded Figure/ Test; /Gates-MacGinitie Reading Test/, Survey D, Form 3; /Hidden Digits Test/; /Titmus Vision Tester/

Contracting Institution: University of Guelph

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00154**

Desjarlais, Lionel; Carrier, Maurice
-- **Étude de l'enseignement de l'anglais, langue seconde dans les écoles franco-ontariennes. (English abstract)**
-- Ottawa : Université d'Ottawa, 1975. -- 621 p. in various pagings (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /French/ language /school/s. /Ontario/
/Program/s and /teacher/s
/Academic achievement/ of /French speaking/ /student/s

ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Various random samples from the English-Anglais teachers and students in 13 French Ontario schools.

*Methodology:*
A Discrepancy Evaluation Questionnaire (DEQ) based on a model by M. Provus was devised, tested, and submitted to the English-Anglais teachers in the 13 schools. The DEQ measures the difference between the status quo and the ideal curriculum as envisaged by the teachers. The students were tested for English proficiency. All results were statistically analysed. Tables, charts contain: (a) frequency and cumulative frequency of each question of the DEQ for the categories 'This is', 'This should be'; (b) analysis of variance ANOVA, significance test; (c) the measure of /linguistic/ maturity in English by means of syntactical analysis. Results are related to level of schooling, school district, means, standard deviations.

*Findings:*
1. In most cases, the teachers indicate significantly their dissatisfaction with the present curriculum.
2. The teachers' replies to the questionnaire show a lack of expertise in the teaching of English as a second language.
3. While Franco-Ontarian students appeared to be progressing normally and on a parallel with their English counterparts, their progress is somewhat slower and appears related to their socio-linguistic environment in certain cases.

*Conclusions:*
1. It appears necessary to develop special linguistic training for the teachers of English as a second language.
2. Moreover, it is necessary to formulate specific goals and objectives for the teaching of English which take into account the special situation of the French speaking population of Ontario.

*Special Features:*
1. /Bibliography/, pp. 325-328
2. English supplements: Supplement I, Further Statistical Analysis of the Discrepancy Evaluation Questionnaire, 121 p., Supplement II, Selected and /Annotated Bibliography/ on Teaching and Learning a /Second Language/ with Special Emphasis on English as a Second Language, 142 p.

*Tests Included in Document:*
/Discrepancy Evaluation/ Questionnaire. /Test de maturité linguistique/

*Notes:*
Main report is in French; supplements in English

Contracting Institution: /University of Ottawa/

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**RAPPORT FINAL (MINISTÈRE)** **ON00154**

Desjarlais, Lionel; Carrier, Maurice

-- **Étude de l'enseignement de l'anglais, langue seconde dans les écoles franco-ontariennes.**

-- Ottawa : Université d'Ottawa, 1975. -- 621 p. pagination multiple. -- (Ministère de l'Éducation, Ontario. Recherche sous contrat).

## SOMMAIRE

*Genre d'étude :*

Descriptive

*Échantillon :*

Échantillonnage au hasard de 13 écoles franco-ontariennes, avec divers échantillons des enseignants et des étudiants de ces écoles.

*Méthodologie :*

Un questionnaire, 'Discrepancy Evaluation Questionnaire' (DEQ), basé sur le modèle de M. Provus fut validé et soumis aux professeurs d'anglais des écoles de l'échantillon. Le DEQ est un instrument pour mesurer l'écart entre le curriculum actuel et le curriculum idéal tel que perçu par les enseignants. L'anglais des élèves fut évalué à l'aide du Test de maturité linguistique. Tableaux, diagrammes avec les résultats de l'analyse statistique: (1) fréquence, fréquence cumulée de chaque question du DEQ pour les catégories 'this is', 'this should be'; (2) les résultats de l'analyse des variants ANOVA, différences significatives; (3) la mesure de maturité linguistique à l'aide de l'analyse syntaxique, y comprises les corrélations avec le niveau de scolarité, la région scolaire, moyennes, écarts types.

*Résultats :*

1. Dans la majorité des cas les enseignants indiquent de façon statistiquement significative leur désaccord avec 'ce qui est' par rapport à 'ce qui devrait être.'
2. Les réponses au questionnaire démontrent un manque d'expertise dans l'enseignement de l'anglais comme langue seconde parmi les enseignants.
3. Bien que la maturité linguistique en anglais des franco-ontariens se développe normalement et parallèlement à celle des anglophones, elle semble être moins avancée et le milieu socio-linguistique y joue un rôle déterminant dans plusieurs cas.

*Conclusions:*

1. Il faut développer une formation spécialisée pour l'enseignement de l'anglais comme langue seconde.
2. En plus il faut formuler une philosophie de l'enseignement de l'anglais qui tienne compte de la situation franco-ontarienne.

*Particularités :*

1. Bibliographie, pp. 325-328
2. Supplément I: Présentation (en anglais) de l'analyse des statistiques utilisées dans l'étude.
3. Supplément II: Bibliographie annotée (en anglais) au sujet de l'enseignement de l'anglais comme langue seconde, 142 p.

*Instruments de recherche inclus dans le document :*

Discrepancy Evaluation Questionnaire; Test de maturité linguistique

*Notes:*

Le rapport principal est en français, les suppléments en anglais.

Organisme chargé de la recherche : Université d'Ottawa

On peut se procurer le document : MF - $2.00; l'exemplaire relié - disponible en prêt aux bureaux régionaux du ministère de l'Éducation.

**FINAL REPORT (MINISTRY)** **ON00155**

**Watson, Cicely**

**-- Revision of the Elementary and Secondary School Teacher Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 14 p. (-- /Projections of enrollment/ and teacher supply ; 5) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s. Ontario
Demand related to /student-teacher/ /ratio/

## ANNOTATION

Estimated demand for elementary and secondary school teachers under various student-teacher ratios is presented by /grade level/ for 1973-1977 (elementary) and 1973-1986 (secondary). Actual and projected elementary school enrolment figures for 1972-1977 are given by grade. Tables.

*Notes:*

1. Related reports on elementary school enrolments: ON00149, ON00152, ON00158
2. Related reports on secondary school enrolments: ON00148, ON00150, ON00157, ON00160, ON00161
3. Overall report: ON00162
4. Later revision of teacher projection, ON00612

Related Records: ON00148; ON00149; ON00150; ON00152; ON00155; ON00156; ON00157; ON00158; ON00160; ON00161; ON00612

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing, HC - available for reference at the Ontario Ministry of Education Library, Mowat BLock, Toronto

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**FINAL REPORT (MINISTRY)** **ON00156**

Watson, Greer

-- **Recent Trends in Ontario Elementary School Enrollments and Survival Rates and Evaluation of the 1973 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 400 p. (-- /Projections of enrollment/ and teacher supply ; 6) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/ and /dropout/ rates

## ANNOTATION

Elementary school enrolment trends, proportion of students in auxiliary relative to regular grades, and survival rates are discussed; 1973 projections are evaluated. Statisitics for 1967- 1973 are presented by /grade level/ for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on elementary school enrolments: ON00149, ON00152, ON00158. Overall report ON00162

Related Records: ON00149; ON00152; ON00158; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00157**

**Watson, Greer**

**-- Recent Trends in Ontario Secondary School Enrollments and Survival Rates and Evaluation of the 1973 Projection.** -- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 159 p. (-- /Projections of enrollment/ and teacher supply : 7) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario
/Enrolment/ and /dropout/ rates

ANNOTATION

Secondary school enrolment trends and survival rates are discussed; 1973 projections are evaluated. Statistics for 1961-1973 are presented by /grade level/ for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*
Related reports on secondary school enrolments: ON00148, ON00150, ON00160, ON00161. Overall report ON00162

Related Records: ON00148; ON00150; ON00160; ON00161; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available for reference at the Ontario Ministry of Education Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00158
Watson, Cicely; Quazi, Saeed; Kleist, Aribert
**-- Ontario Elementary School Enrollment Projections by Grade, Estimates 1 and 2.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 307 p. in 2 v. (-- /Projections of enrollment/ and teacher supply : 8) (Ministry of Education, Ontario. Contractual Research).

### SUBJECT

/STUDENT/S. /Elementary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario
/Enrolment/. /Projection/s

### ANNOTATION

Elementary school enrolment projections for 1974-1978 and 1974-1986 are given by /grade level/ for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*
Related reports on elementary school enrolments: ON00149, ON00152, ON00156. Overall report ON00162

Related Records: ON00149; ON00152; ON00156; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available for reference at the Ontario Ministry of Education Library, Mowat Block, Toronto

**RAPPORT FINAL (MINISTÈRE)** **ON00159**

**Brassard, Jean; O'Reilly, Robert; Bransi, Marcel**
**-- Inventaire des problèmes et des priorités de recherche perçus par les éducateurs franco- ontariens.**
-- Ottawa : Université d'Ottawa, Faculté d'Éducation, 1975. -- 212 p. -- (Ministère de l'Éducation, Ontario. Recherche sous contrat).

## SOMMAIRE

***Genre d'étude :***
Descriptive

***But :***
De faire un inventaire des problèmes pédagogiques tels que perçus par les enseignants franco- ontariens pour établir les priorités de recherche susceptibles d'en découler.

***Échantillon :***
Echantillonnage au hasard et stratifié comprend 930 éducateurs franco-ontariens. Les données de recherche ont été recueillies de 1974 à 1975.

***Méthodologie :***
Un questionnaire basé sur les considérations exprimées dans le Rapport Hall-Dennis, Vivre et s'instruire, et sur les recommandations de certains éducateurs fut construit et validé, puis envoyé aux enseignants. Traitement statistique des résultats, analyse factorielle; comparaisons établies avec les résultats des études semblables realisées aux États-Unis et en Angleterre. Tableaux avec rangs et moyennes arrangés selon l'âge de l'enseignant, l'expérience professionnelle, le niveau de l'enseignement, le genre d'école.

***Résultats :***
1. Le problème principal selon les répondants fut le manque d'instrumentation didactique (de textes, etc.) convenable à l'enseignement en français dans le milieu franco-ontarien.
2 Les rapports entre l'administration et les enseignants ne paraissent pas être bons: les répondants se plaignirent de 'stress', de problèmes politiques, de règles administratives qu'ils trouvent préjudiciables à la qualité de l'enseignement.

*Conclusions:*
Les auteurs du rapport recommandent la création d'un Centre de développement pédagogique pour remédier à la carence de matériel didactique adéquate en milieu scolaire franco-ontarien.

*Particularités :*
I. Références bibliographiques à la fin de divers chapitres.
2. Le résumé des projets pour le centre de développement pédagogique fait partie de l'appendice.

*Instruments de recherche inclus dans le document :*
Questionnaire propre à l'étude, pp. 166-203

Organisme chargé de la recherche : Université d'Ottawa

On peut se procurer le document : MF en français - $2.00; MF en anglais - $2.00; l'exemplaire relié - disponible en prêt aux bureaux régionaux du ministère de l'Éducation

**FINAL REPORT (MINISTRY)** **ON00159**

Brassard, Jean; O'Reilly, Robert; Bransi, Marcel

**-- Inventaire des problèmes et des priorités de recherche perçus par les éducateurs franco- ontariens. (English abstract)**

-- Ottawa, /University of Ottawa/, Faculty of Education, 1975. -- 212 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/ /SCHOOL/S. /ONTARIO/
Educational /problem/s. /Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To make an inventory of pedagogical problems as seen by Franco-Ontarian educators and to determine research priorities in this area.

*Sample:*
Stratified random sample consisting of 930 /French speaking/ teachers. Data collected 1974-75.

*Methodology:*
A questionnaire based on principles expressed in the /Hall-Dennis/ Report and on suggestions of experts was constructed, validated, and sent to teachers. Statistical analysis of results included factor analysis and comparison with results of similar studies made in the /U.S.A./ and /England/. Tables, which include ranks and means, are arranged according to /age/ of respondent, /teaching/ /experience/, grade taught, and type of school.

*Findings:*
1. The chief problem was found to be the lack of adequate teaching /material/s in French suitable for a Franco-Ontarian setting.
2. The rapport between teachers and /administration/ appears to be poor. Teachers complained of political problems, of stress, and of administrative /regulation/s detrimental to the students' education.

*Conclusions:*
The report recommends the establishment of a Franco-Ontarian centre to remedy the lack of educational materials.

*Special Features:*
1. Bibliographical references are included at end of individual chapters.
2. An outline of the proposed Franco-Ontarian centre is included in the appendix.

*Tests Included in Document:*
Self-made /questionnaire/, pp. 166-203

*Notes:*
Abstract in English and French.

Contracting Institution: University of Ottawa

Availability: MF - $2.00; MF in French - $2.00; HC in French - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00160**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Ontario Secondary School Enrollment Projections.**

-- Toronto /Ontario Institute for Studies/ in Education, 1974. -- 59 p. (-- /Projections of enrollment/ and teacher supply ; 9) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/. /Projection/s

## ANNOTATION

Secondary school enrolment projections for 1974-1986 are presented by /grade level/ for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on secondary school enrolments: ON00148, ON00150, ON00157, ON00161. Overall report ON00162

Related Records ON00148; ON00150; ON00157. ON00161. ON00162

Contracting Institution Ontario Institute for Studies in Education

Availability MF not available at time of printing; HC - available for reference at the Ontario Ministry of Education Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00161

Watson, Greer

-- **Recent Trends in Ontario Secondary School Enrollments and Survival Rates by Age and Evaluation of the 1973 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 145 p. (-- /Projections of enrollment/ and teacher supply ; 10) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, /Windsor/, and counties of Ontario

/Enrolment/ and /dropout/ rates

## ANNOTATION

Secondary school enrolment trends and survival rates for 1969-1973 are discussed according to /age/ distributions. 1973 projections are evaluated. Data are given for each county or district and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes*:

Related reports on secondary school enrolments: ON00148, ON00150, ON00157, ON00160. Overall report ON00162

Related Records: ON00148; ON00150; ON00157; ON00160; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available for reference at the Ontario Ministry of Education Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00162**

Watson, Cicely

**-- Report of the All-Ontario Enrollment Projections (July 1974).**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 74 p. (-- /Projections of enrollment/ and teacher supply ; 11) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s. Ontario
/Enrolment/s. /Projection/s

## ABSTRACT

*Type of Study:*

Descriptive

*Sample.*

Public and separate elementary and secondary schools in Ontario. Data collected 1973-74.

*Methodology:*

Overall summary of a series of reports that contain sets of projected enrolment figures by /age/ and by /grade level/ for schools in Ontario from 1974-1986, describe past enrolment trends and development of survival rates, and evaluate 1973 projection estimates. Data given for each county or district and for five cities - /Hamilton/, /London/, /Ottawa/, /Metropolitan Toronto/, and /Windsor/. Tables; graphs.

*Conclusions:*

1. Taken as a whole, elementary and secondary school projections of Estimate 1 are accurate enough to be used for policy decisions at the provincial level.
2. Individual local projections of Estimate 1 are, in most cases, sufficiently accurate to be used as benchmarks relating provincial interest to local interest.
3. There are problems in forecasting enrolment by grade in some county systems because of the wide fluctuation from year to year in number of students enrolled in /special education/ classes, as well as their partial integration into regular classes.
4. Estimates 2 and 3 are not recommended for short-range policy decisions but may be useful in the study of long-range development.
5. Rate of urbanization could be studied to develop an index based on housing type and condition that might be a useful predictor of school age population.

*Notes:*

1. Reports on secondary school enrolments: ON00148, ON00150, ON00157, ON00160, ON00161.
2. Reports on elementary school enrolments: ON00149, ON00152, ON00156, ON00158.
3. Reports on teacher projections: ON00155, ON00612
4. Later overall report (July 1975), ON00611, lists further related reports.

Related Records: ON00148; ON00149; ON00150; ON00152; ON00155; ON00156; oN00157; ON00158; ON00160; ON00161; ON00611. ON00612

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00163**

Environics Research Group

**-- Public Acceptance of Driver Education in Ontario : Conducted for the Task Force on Driver Education.**

-- Toronto : /Environics Research Group/, 1974. -- 35 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/DRIVER EDUCATION/. Students. /Secondary school/s. Ontario
/Attitude/s of drivers

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To assess the degree of concern for driver education among the people of Ontario; to measure their commitment to driver education programs in general, and to the particular role of the province's secondary schools in offering these programs.

*Sample:*

Random sample of 2,169 drivers in Ontario selected from a list of all holders of driver's licenses.

*Methodology:*

Questionnaire developed in consultation with the Task Force on Driver Education and mailed to a random sample of 4,979 drivers throughout the province; 44% responded. Tables.

*Findings:*

1 Only about 1 in 3 of the drivers surveyed had themselves been exposed to formal driving programs.
2. Nearly all (92%) agreed that driver education for young people would significantly reduce the accident rate.
3 31% of Ontario's drivers felt that the Ontario Ministry of Transportation and Communications should be most responsible for teaching driver education to young people, while 31% felt that the responsibility should fall to the province's secondary schools. However, 90% of all the participants agreed that driver education should be offered in secondary schools.
4 56% of the drivers surveyed thought that the driver education courses should be compulsory for all secondary school students, while 42% disagreed
5. 59% favoured offering these courses during regular school hours; 40% did not.
6. 58% did not think that driver education courses should count as one of the /credit/s toward a secondary school diploma.
7. Opinion was divided as to whether students should pay an additional fee for the courses or whether the /cost/ should be included in the education program.

*Tests Included in Document*

Self-made /questionnaire/

Contracting Institution: Environics Research Group

Availability: MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00164

Adams, Michael J.; Groen, Richard; Buckland, Frederic L.; Semple, S. Wynton

**-- Educational Perspectives: A Survey of 10,000 Ontario Students, Teachers and Parents.**

-- Toronto /Ontario Ministry of Education/, 1976. -- 109 p. (-- /Quality of education/ in Ontario ; 2) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/ONTARIO/

/Elementary school/s and /secondary school/s. /Curriculum/, /educational/ /objective/s, /innovation/, /teaching method/s, and /administrative/ /decision making/. /Attitude/s of /parent/s, /student/s, and /teacher/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

An overview of three previous studies based on surveys to find out perceptions of the quality of education in Ontario.

*Sample:*

Approximately 6,100 students, 3,500 teachers and 1,000 parents.

*Methodology:*

Findings of the three previous studies reviewed and compared. Issues included goals of education, curriculum content, teaching methods, decision making roles, and educational innovations.

*Findings:*

1. Perceptions of all three groups regarding the best aspects of education were varied and diffuse, as were their criticisms of the system.
2. Teachers stressed promoting learning skills of /reasoning/ and analysis; students wanted more emphasis placed on teaching /occupational/ /skill/s; and parents felt both goals should be pursued.
3. Over 80% of students and about 75% of teachers considered small /group/ discussions and class or group projects the most successful techniques in teaching.
4. The practice of /promotion/ by subject rather than by grade was perceived as an improvement by 90% of teachers, 82% of parents, and 79% of all students.
5. Nearly all teachers (96%) agreed that /class size/s should be smaller; this was also favoured by most parents and students.
6. Most teachers and parents felt that decisions on what should be taught and how were the prerogative of the teachers, the professional organization, and the principal; about one-third of the teachers thought that the general public and school trustees should not be involved at all

*Notes:*

Report on parents' survey ON00165.

Related Records: ON00165

Contracting Institution: /Environics Research Group/

Availability: MF $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00165**

Adams, Michael J.; Buckland, Frederic L.; Tribbling, Lynda J.
**-- Quality of Education in Ontario : A Survey of the Parents' Perspective.**
-- Toronto : /Environics Research Group/, 1972. -- 177 p. ( -- /Quality of education/ in Ontario ; 1) (Ministry of Education; Ontario. Contractual Research).

## SUBJECT

/ONTARIO/
/Elementary school/s and /secondary school/s. /Evaluation/ by /parent/s

## ABSTRACT

*Type of Study.*
Descriptive

*Purpose:*
To obtain information on /attitude/s of parents for /educational/ /planning/ in the /Ontario Ministry of Education/.

*Sample:*
988 parents of students in /public school/s from urban and rural areas selected as being representative of province. Data collected 1971-72.

*Methodology*
Questionnaire based on information provided by the Ministry, was pretested in Toronto area, and mailed to 2,020 parents in /London/. /North Bay/, /Ottawa/, /Peterborough/. /Sault Ste. Marie/, /Thunder Bay/, /Toronto/, and /Windsor/ and 5 rural areas (/Kent County/, /Simcoe County/, /Peterborough County/, /Leeds County/, and /Renfrew County/).

*Findings:*
1. 92.7% generally satisfied; 87.1% believed students were satisfied. Parents of elementary school students more satisfied than parents of secondary school students.
2. 69.1% agreed that education in Ontario had improved considerably over past 5 years; 27.2% disagreed. 51% thought students better prepared now to go into working world than in the past; a significant 47.4% disagreed.
3. Universal availability was public education's best feature, followed by /curriculum/ (subjects and special programs) and /teaching/ (methods and student centered orientation). 30.5% of parents rated teaching worst; 28.5% curriculum.
4. Parents ranked goals from most important to least important: /learning/, /occupational/, and /social/ /skill/s; cultural values; /moral/ /development/.
5. Teachers and principals should have primary responsibility for decision making regarding curriculum and teaching.
6. Parental involvement endorsed by most were regular /interview/s and PTA meetings.
7. 67.3% wanted more emphasis on formal instruction. 96.7% agreed that the teacher's authority should be respected; 53% claimed /discipline/ not strict enough.
8. Most parents said /basic skill/s should be stressed and ranked speed in /reading/, /penmanship/, and /grammar/ as areas of weakness. They judged range and variety of courses as insufficient.
9. Classes for /slow learner/s, mentally or physically /handicapped/, and /New Canadian/s should be given highest priority.
10. 82% favoured smaller /class size/. trend to /open plan/ /classroom/s opposed by 55.9%; proposal to extend /school year/ vetoed by 67%.

*Conclusions*
1. Parental suggestions for improving quality of education focussed mainly on curriculum and teaching.
2. Parents proposed better teacher-parent and school-parent /communication/.

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Overview of students, teachers' and parents perspective, ON00164

Related Records ON00164

Contracting Institution Environics Research Group

Availability MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00166**

Rourke, Byron P.; Orr, R. Robert; Ridgley, Brian A.; Fox, Frank J.

**-- The Neuropsychological Abilities of Normal and Retarded Readers : Summary and Principal Findings of a Four-Year Longitudinal Investigation.**

-- Windsor : /University of Windsor/; Windsor Western Hospital Centre, 1976. -- 176 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Elementary school/s
  /Reading disability/
  /Learning disabilities/ related to /neurological defect/s
  /Screening/ for reading disability by /vision/ tests. /Evaluation/

## ANNOTATION

An overview relates the 6 studies to the project design.

Two follow-up studies determined the neuropsychological correlates reading through administration of tests in 1969, 1971 and 1972, to matched samples of normal and retarded readers of normal psychometric intelligence in the early grades. Included are a /literature review/ and a comparison of /retarded/ readers who made the most and the least progress.

In 'Prediction of the Reading and /Spelling/ Performances of Normal and Retarded Readers: A Four-Year Follow-Up', data from the 1973 tests are described and the predictive abilities of test measures are discussed.

In 'Reading Retardation in Children: Developmental Lag or Deficit?', 7 paradigms of the two theoretical positions are presented and examined using /longitudinal/ study data. The developmental position of Satz and Van Nostrand is explored in detail.

'Brain-Behaviour Relationships in Children with Learning Disabilities' discusses the role of cerebral hemispheric dysfunction in the etiology of learning disabilities. Discussed are: the neuropsychological correlates approach; level of performance approach; pathognomonic sign approach; differential score approach; and comparisons of performance on the two sides of the body.

'Shortcomings of the Standard Optometric Visual Analysis for the Diagnosis of Reading Problems' discusses the performance of longitudinal study subjects on various tests to determine whether the standard visual analysis examination significantly differentiates normal from retarded readers.

/Bibliographies/ with each study. 14 page summary of design and principal findings.

*Tests Used in Research but not Included in Document:*
Standardized tests. /Halstead-Wepman Aphasia/ Screening Test; /Metropolitan Achievement Test/s: /Peabody Picture Vocabulary/. /Slosson Drawing Coordination/ Test. /Wechsler Intelligence Scale/ for Children; /Wide Range Achievement Test/
Other tests /Auditory Analysis/. /Auditory Closure/; /Cognitive Perceptual Task/; /Color Form/; /Draw A Star and Concentric/ Squares. /Finger Tapping/. /Foot Tapping/; /Graduated Holes/; /Grooved Peg-Board/; /Halstead Category/; /Matching Figures and Matching/ Vs. /Matching Pictures/. /Maze Test/. /Progressive Figures/; /Rhymes Test/; /Right-Left Awareness/; /Seashore Rhythm/. /Sentence Memory/: /Speech Sounds Perception/; /Strength of Grip/; /Tactile Form Recognition/. /Tactual Performance/. /Target Test/; /Tests for Lateral Dominance/; /Thurstone Reversals/; /Underlining Test/. /Verbal Fluency/. /Visual Analysis/. /Wepman Auditory Discrimination/; /Word Finding/; /Writing Speed/; Tests for sensory-perceptual disturbances

Contracting Institution: University of Windsor

Availability: MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00168**

**McInnis, C.E.; Donoghue, E.E.**

**-- Research and Evaluation of Second Language Programs, 1973-1974.**

-- **Ottawa** : /Carleton Roman Catholic/ /Separate School Board/, English Schools, 1974. -- 200 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s
/Program/s: /immersion/ compared with 90-minutes-per-day -- Study examples: /grades 1-2/ /student/s
Programs: 40-minutes-per-day compared with 20-minutes-per-day -- Study examples: /grades 3- 8/ students

## ABSTRACT

*Type of Study:*
Experimental; Comparative; Literature review; Longitudinal

*Purpose:*
To evaluate /second language/ programs in /Carleton County/: Intensive French Program (IFP), grades 1-2, 90-minutes-per-day; Experimental Immersion Program (EIP), grades 1-2; Enriched French Program (EFP), grades 3-8, 40 minutes per day; and Short Term Immersion Program (STIP), Franco-/bus/.

*Sample:*
79 grade 1 (EIP) students; 102 grade 1 (IFP) students; 59 grade 2 (EIP) students, 94 grade 2 (IFP) students; 626 grades 3-8 (EFP) students, 278 grades 4-8 students in the 20-minutes-per- day, small classes French program. Approximately 300 STIP students. Data collected 1973-74.

*Methodology:*
Pretesting for sample selection. Batteries of tests and questionnaires, language proficiency, linguistic development, /academic achievement/, /social/ /maturity/, and intelligence tested. Results compared by grade. Tables; analyses of covariance; tests of significance.

*Findings:*
1. Grade 1: EIP students did significantly better in 8 variables of French achievement than IFP students, who did better in only 1 variable, out of a total of 39 variables.
2. Grade 2: EIP students did significantly better than IFP students in 22 variables, primarily related to French achievement and French and English stories. IFP students did better in Metropolitan Achievement Test, regarding words, /reading/, /spelling/, /mathematics/, and English word association (6 of 42 variables tested).
3. Comparison between EFP and 20-minute-per-day, small class students was permanently marred by initial inequality, EFP students having significantly higher IQs. Of 114 variables tested for grades 4-8, EFP students did better generally in a number of variables and lower in a few.
4. Posttest results on STIP: control group consistently had made more significant gains in attitudes towards French than experimental group. No significantly better improvements in experimental group. Control group apparently selected by random, but no pretest on control as there was on experimental group. Students and teachers agreed in questionnaires that the bus was a good thing.

*Special Features:*
/Bibliography/ -- 21 items

*Tests Included in Document:*
Self-made /questionnaire/s

*Tests Used in Research but not Included in Document:*
/Lorge-Thorndike Intelligence/ Tests; /Metropolitan Achievement Test/s; /IEA Language Test/s, /Pimsleur Language Aptitude/ Battery; /Tests de Rendement/; /Canadian Tests of Basic Skill/s; English Pupil Rating Scale; French Pupil Rating Scale; /French and English Word Associ/ation; French and English stories; /Early School Personality/ Questionnaire, /French Comprehension Test/; /Test Laval/

Related Records: ON00147

Contracting Institution: Carleton Roman Catholic Separate School Board

Availability: MF - $2.00 (together with ON00147); HC - $5.00 from the Ontario Government Bookstore, and OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00169**

Reich, Peter A.; Nickerson, Nancy; Bick, Margaret; Mierle, Shelley; Michal, Donna

**-- Variables Affecting the Comprehension of Visible English.**

-- Toronto /University of Toronto/, Dept. of Linguistics, 1976. -- 52 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VISIBLE ENGLISH/

Application in /teaching/ /aurally handicapped/ /student/s -- Study examples: Ernest C. Drury, Robarts, and Sir James Whitney schools

## ABSTRACT

*Type of Study:*

Descriptive: Literature review

*Purpose:*

Describes 5 experiments designed to assess how some variables in the presentation of Visible English might alter /comprehension/.

*Sample:*

24 students aged 9-12 at /Ernest C. Drury School/. 15 students aged 9-12 at Ernest C. Drury School; 24 students aged 11-13 at /Robarts School/. 20 junior level students aged 10 and 11 and 20 senior level students aged 15 and 16 at /Sir James Whitney School/: 28 students aged 9-12 at Ernest C. Drury School.

*Methodology:*

Experiments were carried out to test 5 variables. The first experiment was a pretest to find out if /television/ was an adequate medium for presentation of treatments in the remaining experiments. The second experiment tested the importance of hand position during presentation of Visible English; the third tested the angle and location of the hand; the fourth attempted to determine the relationship of speed of Visible English to the comprehension of information; and the fifth tried to determine how much information students could understand from separate and combined use of 3 different modes (sound, /lipreading/, and /fingerspelling/). Analyses of variance; tables; graphs

*Findings:*

1. There appeared to be no difference in the ability of students to read Visible English when presentation was by television as opposed to when presentation was live.
2. Of the four hand positions tested, the hand immediately to the right of the face yielded the highest scores.
3. For short passages of prose, speed of presentation did not affect the comprehension of Visible English. For junior level students, loss of transitional information due to a slower rate of filming decreased comprehension.
4. The average score for comprehension, when fingerspelling alone was used, was 72% correct responses; the average score for lipreading alone was 58%.
5. The combination of all 3 modes, sound, lipreading, and fingerspelling, afforded the highest scores, 87% accuracy.

*Special Features:*

1. /Bibliography/ -- 29 items
2. Literature review, pp. 5-12

Contracting Institution: University of Toronto

Availability: MFs$0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00170**

Gardner, R.C.; Smyths, Padric C.; Kirby, Dennis M.; Bramwell, John R.

**-- Second Language Acquisition : A Social Psychological Approach.**

-- London /University of Western Ontario/, 1974. -- 511 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. Schools

/Curriculum/ subjects: /French/ /language/ related to /attitude/s, language /ability/ and /motivation/ -- Study regions: /London/ -- Sample population: /grades 7-11/ students

## ABSTRACT

*Type of Study.*

Descriptive; Methodological

*Purpose:*

To provide an extensive analysis of the role of motivation and language aptitude in determining French achievement of students in grades 7-11.

*Sample.*

314 London area students in grade 7, 265 in grade 8, 329 in grade 9, 338 in grade 10 and 275 in grade 11. Data collected December 1972-May 1973.

*Methodology:*

45 variables were interrelated. The values of the variables were determined by a number of different means: standardized tests; teachers' ratings; student self-ratings; skill tests, and attitudinal and motivational scales. These 45 variables were correlated with 5 composite sets of variables: teachers' ratings of skill; integrative motive; aptitude, attitude, and French achievement; ethnocentrism; and self-perceptions of French achievement. Battery of tests. Multiple correlation.

*Findings:*

1. Internal consistency reliability coefficients were generally high, as were test-retest reliabilities.
2. In the initial study, factor analyses of the variables at each grade demonstrated clear associations between the attitudinal-motivational measures and French achievement.
3. Prediction of French achievement was considerably enhanced by using attitudinal- motivational variables.
4. Better predictions of /dropout/s from French language courses were based more on various attitudinal characteristics than on measures of intelligence, language aptitude, or actual measures of French achievement.
5. Student /stereotype/s about French /Canadian/s, English Canadians, the French course, and the French teacher were found to exist across all grades studied and could have important implications.
6. An attempt was made to develop a more dynamic model of the process of second language acquisition than earlier models which focussed on language aptitude.
7. Little loss of French knowledge or skills occurred over time at the various intervals tested.

*Special Features*

1. /Bibliography/ -- 109 items
2. 7 conference addresses, reports and articles

*Tests Included in Document:*

Self-made tests Attitudinal tests; Motivational tests; Stereotypic tests; Tests of French achievement

*Notes*

1. Original Proposal titled An Extensive Analysis of the Role of Motivation and Language Aptitude in Determining French Achievement of Students in Grades VII to XI.
2. Related articles in University of Western Ontario, Research Bulletin : numbers 252, 1972; 261, 262, 264, 274, 275, 276, 1973 Full citations are in report.

Reading No 4 'Second Language Retention Over Varying Intervals' also published in The Modern Language Journal, 57 (No. 8, December 1973) 400-405

Contracting Institution University of Western Ontario

Availability MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00171**

MacNeill, Ian B.; Chan, L.K.; Harris, A.W.; Rachar, B.F.

**-- Statistics and Mathematics for the Social Sciences in the Senior Division : A Proposal for the Development of Suitable Teaching Materials and In-Service Training Programs for the Purpose of Implementing Those Objectives of the Guidelines for Mathematics in the Senior Division That Refer to Teaching of Statistics.**

-- London : /University of Western Ontario/, 1974. -- 454 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research.).

## SUBJECT

/STATISTICS/. /Curriculum/ subjects. /Secondary school/s
/Attitude/s of /principal/s, /teacher/s of /mathematics/ and heads of /university/ /social science/s departments
Teachers and /teaching aid/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
79 heads of anthropology, economics, geography, political science, psychology and sociology departments at 14 Ontario universities; responses from 63 (80%). 227 principals, randomly selected from secondary schools (SS) in all regions; responses from 142 (62.5%). 202 heads of SS mathematics departments; responses from 137 (68%). 277 students of /Althouse College of Education/ (ACE) during 1970-74. Data collected 1973-74.

*Methodology:*
Questionnaires mailed. Student data collected from college records. Curricular materials developed by project staff field tested at 5 schools. Survey data subjected to multivariate analysis of variance. Tables.

*Findings:*
1. University department heads perceived /algebra/, statistics, and /probability/ to be the most valuable SS mathematics courses and the most likely, along with /computer science/, to grow in importance. Topics rated most useful and indispensible were descriptive statistics, probability measures, specific discreet random variables, elements of statistical inference, correlations, simple linear regression, and nonparametric methods.
2. Principals, particularly in larger schools, believed almost all groups of students were fairly well served by mathematics programs, but that university bound students were better served than others. They indicated that early introduction of statistics courses would meet some resistance.
3. The average mathematics teacher had taken 1.08 courses in statistics. 67% of schools had a statistics component, usually small, in their programs. 83% of SS mathematics heads believed it important to teach some statistics; 94% were willing to teach an expanded course; 86% felt more materials were needed; 75% felt need for more /inservice/ programs.
4. Only 4 of 277 ACE students had major, honours standing, or post graduate qualifications in statistics.
5. Students found curricular materials interesting and motivating.

*Conclusions:*
For effective statistics programs, the statistical background of teachers must be improved and examples, problems, and case studies using /Canadian/ examples must be developed.

*Special Features:*
1. Proceedings of the Conference on the Teaching of Statistics and Mathematics for the Social Sciences, Althouse College of Education, 1974
2. Problems, examples, and essays prepared under the auspices of the Secondary School Statistics Project

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
Statistics for mathematics program, ON00198

Related Records ON00198

Contracting Institution University of Western Ontario

Availability MF - available on loan only from regional offices and Ministry of Education Library HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00172**

Beck, Clive Sullivan, Edmund, Bradley, Jane; McCoy, Norma; Pagliuso, Susan

-- **Moral Education Project.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 20 p. ( -- OISE project ; 5540-55) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VALUE/S. /Student/s. /Secondary School/s
  compared with those of young /adult/s
/MORAL EDUCATION/. /Curriculum/ subjects. /Senior public school/s and secondary schools
  /Program/s

## ABSTRACT

*Type of Study:*

Discursive

*Sample:*

Approximately 90 grade 10 students; 15 secondary and senior public schools; representative group of young adults and students.

*Methodology:*

Grade 10 students tested with Kohlberg Moral Reasoning Questionnaire. /Workshop/s concerning value education programs conducted in 15 secondary and senior public schools. James Fowler Questionnaire on ultimate life goals administered to representative group of young adults and students. Curriculum models and teaching strategies for value education developed and evaluated. A /teacher education/ workshop focussing on teacher training in value education conducted at OISE. The report is primarily a discourse on the development of values, and /alternative/ approaches to value education.

*Findings:*

1 By age 12, there was a clear preponderance of conventional over preconventional moral thinking, and this increased until the early and mid-twenties when nearly all moral thinking could be grouped into one of the Kohlberg conventional categories.
2 On the average, /teenager/s were more conventional and less reflective in their approach to values than adults.
3 The great majority of schools were still too compartmentalized to allow the degree of inter- departmental or teacher cooperation that is needed for the school program approach to value education.
4 There was strong support for the /integrated/ approach, but teachers lacked the motivation, curriculum materials, and teaching skills to implement it very widely.

*Conclusions:*

1 The school program model and the integrated approach to value education are ideals which should be pursued. There are problems of /implementation/ however, in schools and school systems as they exist at present.
2 More provision should be made for teacher education, and adequate learning materials should be developed.

*Special Features:*

1 'A View on the Theory and Process of Value Education, with Special Reference to the History Curriculum'
2 'Developing Curriculum for Value Education in the Schools'

*Tests Used in Research but not Included in Document:*

'Kohlberg Moral Reasoning/ Questionnaire, /James Fowler Questionnaire/

Related Records ON00044, ON00151

Contracting Institution Ontario Institute for Studies in Education

Availability MF - $1.50, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00173**

Fleming, W.G., Ellis, Dormer

**-- A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 145 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH SPEAKING/ /STUDENT/S. /School/s. /Ontario/
/Individual/ /characteristic/s and /educational/ /need/s. Research design

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

2,000 French speaking students from /grade 3/, /grade 6/, and /grade 9/ in selected French language Ontario schools; 500 /English speaking/ students (control group) from each of same grade levels in English language schools. Random sample from telephone books of /Sudbury/, /Kapuskasing/, /Timmins/, /North Bay/, and /Sturgeon Falls/. Data collected 1972-1973.

*Methodology:*

French language secondary schools selected from various parts of province so sample would include some students from communities with a French speaking majority, some with an English speaking majority, and others where use of both languages was approximately in balance. Questionnaire provided information concerning academic /ability/, school achievement, personal qualities, /family/ /background/, and educational and /vocational/ /aspiration/s. Educational achievement of these students to be recorded in subsequent years of the study and related to original data gathered from this questionnaire. /Academic achievement/ tests in /English/, /French/, /mathematics/, /social studies/, and a culture-fair /intelligence/ test, used to examine effect of academic achievement in earlier grades on academic and vocational success or failure in later years. Random survey of /community/ /attitude/s in six northern cities carried out by means of 36-item questionnaire.

*Conclusions:*

The longitudinal nature of this study makes it impossible to report findings and conclusions until several years have elapsed. Further testing of same students will be done in subsequent year.

*Special Features:*

Paper presented at the Ontario Educational Research Council's annual conference in December 1972

*Tests Included in Document:*

Self-made /questionnaire/s; /Test de Mathématiques Ellis/-Fleming, and /Ellis-Fleming Test in Math/ematics; /Test d'Études Sociales Ellis/-Fleming, and /Ellis-Fleming Test in Social/ Studies

*Tests Used in Research but not Included in Document:*

/Tests de rendement/ en français, /Gates-MacGinitie Reading Test/s; /IPAT Culture Fair Intelligence/ Test

Related Records: ON00174

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00174**

Fleming, W.G.; Ellis, Dormer

**-- A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 23 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/FRENCH SPEAKING/ /STUDENT/S. French language /school/s. /Elementary school/s and /secondary school/s. /Ontario/ /Academic achievement/ in /French/ /language/ -- Study examples: /grade 3/, /grade 6/, and /grade 9/

FRENCH SPEAKING STUDENTS. French language schools. Elementary schools. Ontario /Reading achievement/ (Gates-MacGinitie Reading Tests)

FRENCH LANGUAGE SCHOOLS. Elementary schools. Ontario /Curriculum/ subjects: /Mathematics/ and /social studies/. /Test/s. /Development/

ABSTRACT

*Type of Study:*

Descriptive, Longitudinal

*Sample*

2,000 French speaking students from grade 3, grade 6, and grade 9 from French language Ontario schools; 500 English speaking students from same grades in English language schools. Data collected 1972-1974.

*Methodology*

Discussion of results of achievement tests in social studies and mathematics which were administered to French speaking and English speaking students the previous year. Median score for each grade level in group was used for comparison purposes. Some testing of intelligence and achievement in languages was done to complement previous year's work. Questionnaires administered to grade 9 students in 1972-73 were coded and punched on cards, as were the measures of academic aptitude and achievement of grade 9 students. A record was kept of students from the original sample who transferred or dropped out. A proposed follow-up /questionnaire/ for /dropout/s was drafted.

*Special Features:*

Provincewide /norm/s for tests

*Tests Included in Document:*

/Test de Mathématiques Ellis/-Fleming, and /Ellis-Fleming Test in Math/ematics; /Test d'Études Sociales Ellis/-Fleming, and /Ellis-Fleming Test in Social/ Studies

*Tests Used in Research but not Included in Document:*

/Tests de rendement/ en français; /Gates-MacGinitie Reading Test/s

Related Records: ON00173

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00175**

Stott, Denis Herbert; Willis, J.W.

**-- A Study of the Effects of Two Different Types of Remedial Reading Instruction.**

-- Guelph /University of Guelph/, Centre for Educational Disabilities, 1974. -- 19 p. in various pagings (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING/. /Curriculum/ subjects. /Elementary school/s
/Remedial/ /teaching/ -- Study regions: /Guelph/

## ABSTRACT

*Type of Study:*
Comparative; Experimental

*Sample:*
3 groups of 15 elementary students each, matched for average reading level and socioeconomic character of neighbourhoods. Students' classroom teachers and staff of the Centre of Educational Disabilities, University of Guelph. Data collected 1973-74.

*Methodology:*
One group received direct remediation (DR) of gaps in /phonic/ /skill/s through the use of /programmed/ /material/s and of the inappropriate use of phonic skills through the use of a type of /behaviour modification/. A /psycholinguistic/ approach (PL), identifying /perceptual/- /motor/ and other deficits, was used with the second group. Control group (C) received no tuition. Testing at the project's mid-point resulted in DR being applied to the PL and C groups for the remaining time. Questionnaires were administered to teachers and Centre staff at project's conclusion. Mean scores, standard deviations, frequencies and percentages were tabulated.

*Findings:*
1. On the mid-point tests, the DR group showed much more improvement than PL group. C group did as well as the DR group.
2. DR group showed marked gains in phonic knowledge, /oral/ reading and willingness to read; and moderate gains in /vocabulary/, /spelling/, /comprehension/ and assignment completion.
3. PL group showed moderate gains in phonic knowledge, comprehension, willingness to read, and oral reading; few gains in spelling or assignment completion; and widely variable gains in vocabulary.
4. C group showed moderate gains in phonic knowledge, comprehension, oral reading and assignment completion; and widely variable gains in spelling and willingness to read.

*Tests Included in Document*
Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
Self-made /reading test/s

Contracting Institution University of Guelph

Availability MF available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block Toronto

**PROCESSED REPORT** **ON00176**

Hambleton, Donald Charles; Ziegler, Suzanne

-- **The Study of the Integration of Trainable Retarded Students into a Regular Elementary School Setting.**

-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1974. -- 276 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TRAINABLE/ /MENTALLY HANDICAPPED/ /STUDENT/S. /Elementary school/s. /Ontario/
/Placement/ in /integrated/ /school/s
Placement in integrated schools compared with /special school/s -- Study regions: /Metropolitan Toronto/

ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare trainable mentally retarded students' (TMRs) /skill/ performance and /playground/ /activities/ in integrated (I) and /segregated/ (S) settings, to survey reactions of normal (N) students, teachers, and parents to integration, and to survey Ontario boards of education on extent of integration in /regular/ schools.

*Sample:*
25 TMRs in each of one I and one S facility; staff, N students, and /parent/s. 45 of 88 boards of education; 33 /principal/s and 74 /teacher/s in I schools outside Metropolitan Toronto. Data collected 1972-73.

*Methodology:*
26 TMRs and 2 teachers of /Haney Ave. School/ were integrated with N students in all areas except classrooms of /C.E. Webster P.S./; 4 TMRs attended regular classes parttime. I TMRs matched for etiology, /IQ/, /sex/, /age/, and /family/ /background/ with TMRs in S. /Academic achievement/ and /social/ /integration/ of both groups observed throughout school year. Parents, teachers and N students surveyed. For broad survey, questionnaires were mailed.

*Findings:*
1. I and S TMRs progressed at comparable rates in skill acquisition but I TMRs enjoyed more positive attention and interaction and less /aggression/ than S TMRs. High degree of interaction between TMRs and N students at I; TMRs were known by name. Teachers (with a few exceptions) and parents of TMRs were very positive towards integration.
2. /Campus/ type of I /facility/ (/separate/ /classroom/s but integrated /lunchroom/, /gymnasium/, etc.) was the most prevalent. The most important factors for successful integration were /orientation/ sessions and total integration of TMRs' staff. Teachers in I schools generally favourable and willing to accept some responsibility for TMRs.

*Conclusions:*
1. Factors for successful integration include: integrating slowly; integrating TMRs of same age as N students; fully integrating TMRs' teachers with regular staff; adequately preparing all involved, including parents; allowing TMRs and N students to interact, evaluating project regularly.
2. Further studies should observe changes in behaviour not noted in this study, e.g., motor skills, deviant behaviour.

*Special Features:*
1. /Bibliography/, 7 p.
2. /Literature review/, pp 1-46
3. List of school boards with integrated schools

*Tests Included in Document:*
Self-made /questionnaire/s and observation checklists

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $2.00; HC - $6.00 from the Metropolitan Toronto School Board, 155 College St., Toronto, Ontario, M5T 1P6

**FINAL REPORT (MINISTRY)** **ON00177**

Robinson, G. de B.; Goldberg, Myron; Grapko, Michael F.; Chiu, A.

**-- A Survey and Evaluation of Teacher Education in Technical and Industrial Arts.**

-- Toronto : /University of Toronto/, Faculty of Education, 1974. -- 147 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Industrial arts/ and /vocational education/ /program/s. /Secondary school/s /Education/. /Evaluation/ -- Study examples: University of Toronto, /Faculty of Education/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

2,000 graduated of Technical and Industrial Arts programs, 1966-71; teaching performance of 630 graduates assessed; 576 of 1,500 graduates returned mailed questionnaires. Data collected 1973- 74.

*Methodology:*

3 models evaluated: winter session for Interim Vocational Certificate or Interim Occupational /Certificate/ (VO) and summer session for both; Intermediate Industrial Arts (IA) Certificate. Differences in behaviour characteristics, trade experience at admission, /academic/ attainment, teaching performance after graduating. Records examined, score sheets from 4 /standardized test/s. Tables.

*Findings:*

1. Total group profile: average /intelligence/, above average /vocabulary/ /skill/s, moderately above average /reading/ rate, average comprehension and teacher /attitude/.
2. VO summer candidates (SC) had more trade experience than VO winter candidates (WC). SC more intelligent, better readers, better vocabulary skills, better teaching attitudes. WC reported more /personality/ difficulties. SC rated more favourably by principals than WC in technical competence and ability to interact effectively.
3. Intelligence, reading comprehension, and teacher attitudes (motivation) best predictors of incollege course grades. Incollege course grades better predictors of teacher effectiveness than precourse standardized test scores.
4. IA candidates on average ten years younger than those in VO program, performed significantly better on precourse standardized tests; but on average obtained slightly lower incollege grades.
5. Teachers reported Curriculum Development, Practice Teaching, English and Principles of Teaching as most relevant part of course. Least relevant: Introduction to Special Education, Technical Workshop, Mathematics, History and Philosophy of Vocational Education.
6. Almost all reported satisfaction with teaching job. Social and personal motives accounted for choice of profession; desire to be involved with young people ranked first.
7. Teachers wanted more emphasis on practical features. Few new courses recommended; updating suggested.

*Special Features:*

/Bibliography/ -- 3 items

*Tests Included in Document:*

Self-made /questionnaire/s

*Tests Used in Research but not Included in Document:*

/Dominion Group Test of Learnin/g Capacity; /Nelson-Denny Reading Test/; /Minnesota Teacher Attitude/ Inventory; /Minnesota Multiphasic Personal/ity Inventory

Contracting Institution: University of Toronto

Availability: MF - $1.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00178**

**-- The Interactive Music Project at York University. Edited by R. Sterling Beckwith**

**-- Downsview : /York University/, 1975. -- 296 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

SUBJECT

/MUSIC EDUCATION/. /Curriculum/ subjects. Schools
  Applications of /computer/s
LOGICAL /THINKING/. /Student/s. Schools
  Development. Applications of /Interactive Music System/

ANNOTATION

The report collects documents, essays and guides relating to the /Interactive/ Music project which employed a computer-controlled polyphonic music generator in conjunction with the /LOGO/ /programming language/. The system was devised as an aid to learning music and exploring musical /creativity/, as a means of developing logical and relational thinking and general /reasoning/ /skill/s, and as a creative tool for students with special /learning/ /problem/s. Contributors to the report include the Editor-Principal Investigator, advanced students of several disciplines at York University, elementary and /secondary school/ teachers, and other project personnel. Abstracts of project proposals, interim report summaries and a 2-year calendar of field trials and public presentations are included in a general outline of the project which details the evolution of the system's musical capabilities through the construction of special hardware and the preparation of several music-processing routines. 13 user reports describe: field tests with students in /grade 6/ and /grade 8/, in secondary schools and at York University; system exercises undertaken by the students; and the effects of interaction on individual students working as project assistants. System documents include: strategies for system design; beginners' guide to the use of LOGO as a musical language and to the use of codes for specifying pitch and duration; a guide to the Music Buffer's interface code, a description of a nonchromatic scale system; and procedures for assembling compositions, graphically plotting music by teletype, generating musical patterns and composing fugues. Also included are recommendations for further system development and use and reports about the project published in Canada Music Book, College Music Symposium, the Newsletter of the National Research Council (NRC) Associate Committee on Instructional Technology, the Toronto Daily Star and Numus-West.

*Notes:*

1. Project title: Developing New Approaches to /Cognitive/ Learning via a Computer-Controlled Interactive Music System: A Pilot Project.
2. Journal article: 'The Well-Tempered Computer,' Music Educators' Journal, March 1976.

Contracting Institution: York University

Availability: MF - $2.00. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00179**

Wiseman, H.; Hawden, C.T.M.
-- **The Young People of Huron County : Their School Experience and Future Plans.**
-- Guelph : /University of Guelph/, 1974. -- ii, 55 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Huron County/
/Academic/ /aspiration/, /attitude/s to /change/, and /occupational/ aspiration related to /rural/ /background/, /sex/, and /socioeconomic/ /status/ -- Study examples: /grade 12/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To study the relationship between background, secondary school /experience/, and aspirations of rural students.

*Sample:*
All grade 12 students in 5 consolidated high schools of Huron County (n = 698).

*Methodology:*
Data collected by self-administered questionnaire; orientation to /mobility/ and general change measured by Haller and Miller scales, correlational and multivariate analysis. Tables.

*Findings:*
1. /Male/s chose /5-year/ or /4-year/ /program/ in secondary school with equal frequency; females chose 5-year program more frequently.
2. Choice of 5-year program was positively related to higher socioeconomic status and /educational/ level of /father/; students living on farms tended to choose 4-year program.
3. 40% of males and 31.6% of females had no plans for /postsecondary/ education; 13.7% of each sex planned to attend university.
4. 42% of males would choose managerial and professional occupations, but only 18% expected to have them. 17% expected to be farmers, but only 11% would choose to be.
5. 81% of females would choose clerical, sales, and service occupations, and 91% expected to work in this category.
6. 75% of females and 60% of males planned to leave Huron County after secondary school; more students from towns and villages planned to leave than those from farms. However, 40% of those planning to leave would prefer to stay.
7. 40% of students wanted more /recreation/ and entertainment facilities in Huron County; about 20% wanted more /employment/ /opportunities/.

*Conclusions:*
1. Majority of students express a strong orientation towards mobility and change, females more than males, and students from towns and villages more than those from rural areas.
2. Decision to leave is correlated to choice of occupation and greater educational aspiration.

*Special Features:*
/Bibliography/, pp. 54-55

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/; /Haller and Miller Scale/s of orientation to change and mobility

Contracting Institution: University of Guelph

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **CN00180**

Byles, John A.; Lauter, Bernice H.
-- **Group Mental Health Consultation for Grade One Teachers.**
-- Hamilton : /McMaster University/, Division of Health Services, 1975. -- x, 89 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/GROUP/ /COUNSELLING/. /Teacher/s. /Grade 1/
Effects on /classroom/ /management/ -- Study regions: /Wentworth County/

## ABSTRACT

*Type of Study:*
Experimental

*Purpose:*
To test the feasibility of group /mental health/ consultation in schools and develop a research design for /evaluation/ of such /program/s.

*Sample:*
Stratified random sample of 8 grade 1 teachers, 4 experimental and 4 control, and their students, 1971-1972 and 1972-1973; 20 grade 1 teachers (10 experimental and 10 control) and their students, 1972-1973 and 1973-1974, from elementary schools, Wentworth County. Data collected October 1971-May 1974.

*Methodology:*
Experimental teachers met weekly for one year in groups of 4-5 with a consultant to discuss /behaviour/ /problem/s and to develop /skill/s of classroom management. Program was evaluated by measuring changes in student behaviour, assessed by Ottawa School Behaviour Checklist, and /academic achievement/, measured by Canadian Cognitive Abilities Test, and by comparing the results of experimental and control students. Tables.

*Findings*
1. There were no significant differences in academic achievement and behaviour between experimental and control groups of students
2. There was no correlation between changes in behaviour and changes in achievement.
3. Two thirds of the 14 experimental teachers and their principals felt the program had been beneficial.

*Conclusions*
1. Although the findings lead to the conclusion that the group consultation program had no effects, possibly this is due to the measures used being invalid, relevant phenomena not being assessed, or other variables obscuring the effects of the program.
2. Teachers might need longer consultation program to improve understanding of classroom behaviour and skills of management
3. Further experimentation with group consultation in elementary schools is needed.

*Special Features*
1. /Bibliography/ pp 70-73
2. /Research review/ pp 2-12

*Tests Included in Document:*
Self-made /questionnaire/s and teacher rating scale. /Ottawa School Behaviour/ Checklist; /Canadian Cognitive Abilities/ Test, Primary I

Contracting Institution: McMaster Universtiy

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00182**

Halpern, Gerald; Cooper, Martin

**-- Teacher Load, Paraprofessional Assistance and Student Performance in Grade 1.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 47 p. in various pagings. ( -- Report ; 75-03) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CLASS SIZE/. /Grade 1/
  Effects on /academic achievement/ of /student/s
/TEACHER AIDE/S. Grade 1
  /Paraprofessional/s and /volunteer/s. Attitudes of teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine the relationships between four /teaching load/ factors and eight student performance measures, and to determine /teacher/s' /attitude/s towards paid and unpaid volunteer professionals.

*Sample:*
Students and teachers in 82 grade 1 classrooms. Data collected 1973-74.

*Methodology:*
Data collected on four teacher-load factors: ratio of student hours to adult (teacher plus assistant) hours (F1); average class size (F2); number of student entrants (F3); and number of student departures (F4) during the year. Instruments measuring /reading readiness/, word reading, sentence /comprehension/, /computation/, /mathematical/ understanding, attitudes toward school, values and self-worth were administered to classes. End of year and gain scores calculated and related to factors by univariate analyses of variance. Seven-scale semantic differential instrument administered to teachers. Frequency distributions are tabulated.

*Findings:*
1. No scores were related to either F1 or F2.
2. Sentence comprehension gain scores and ginal scores on raeding readiness, word reading and sentence comprehension werelower in classes having 7 or more departures than in classes with 2 or less departures.
3. Classes with fewer leavers tended to possess greater courtesy, honesty and understanding of others.
4. Classes with small numbers of entrants made greater gains in sentence comprehension than classes with larger numbers of entrants.
5. Teachers had significantly more positive attitudes towards paid paraprofessionals than to unpaid paraprofessionals.

*Conclusions:*
The data suggest that class size, within the range represented, is not related to student /learning/, that unpaid assistants in the classroom did not contribute to student learning and that students who leave their grade 1 classrooms during the year are likely to be better readers.

*Tests Used in Research but not Included in Document:*
Ottawa Board of Education, Research Centre tests for the /QED/ Project; self-made semantic-differential

*Notes:*
Research project titled The Effectiveness of Paraprofessionals and of the Adult-Student Time Ratio on Grade 1 Learning.

Contracting Institution Ottawa Board of Education

Availability MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00183**

MacKinnon, G.E.; Willows, Dale M.

**-- The Cognitive Components of Reading.**

-- Waterloo : /University of Waterloo/, Psychology Dept., 1974. -- 121 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/READING/. /Curriculum/ subjects. /Elementary school/s
  /Test/s: /Cloze procedure/. Use
/STUDENT/S. Elementary schools
  /Reading speed/ and /accuracy/. Effects of /illustration/s
  /Reading skill/s: /Scanning/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

1. To examine influence of relevant and irrelevant background pictures on students' reading speed and accuracy.
2. To develop Cloze procedure training methods.
3. To assess good and poor readers' depth of processing in scanning.

*Sample:*

1. 32 /grade 2/ students from 3 classes.
2. 80 poor readers from 16 /grades 5-6/ classes.
3. 126 students. Data collected 1973-74.

*Methodology:*

1. Gates-MacGinitie Reading Tests (GM) administered to students. 3 sets of 75 nouns administered individually: printed (C); printed on pictures of related objects (RP), printed on pictures of unrelated objects (UP). Interference scores calculated. Analysis of variance; Pearson correlations; means.
2. Students formed into blocks of 4 poor readers of similar age and IQ; one student from each block randomly assigned to 4 experimental conditions: cloze training with feedback (E1); cloze training without feedback (E2); reading the same materials without missing words (C1); no training (C2). GM administered before and after.
3. Students randomly assigned to 3 experimental conditions: finding a word in a list of non- words; finding the same word having been given the meaning; finding the same word in a list of words having been given the meaning.
4. Most data from 1. and all data from 2. undergoing analysis at time of publication.

*Findings:*

1. Mean times in seconds to read 75 nouns were: 89.63 (C); 103.91 (RP); 120.23 (UP).
2. Mean number of errors were: 6.60 (C); 5.57 (RP); 7.29 (UP).
3. Susceptibility to distraction from pictures and interference from irrelevant pictures more marked for poorer readers.
4. Pre and posttest GM scores for cloze procedure experiment were: 46.6 and 49.7 (E1); 44.9 and 47.5 (E2); 45.7 and 47.2 (C1); 46.2 and 49.1 (C2).

*Conclusions:*

1. Compared with C, RP improves /decoding/ accuracy while UP interferes with it.
2. Background illustrations may be affecting students' reading adversely; the more misleading the illustration, the more detrimental its effect.

*Special Features:*

1. /Bibliography/ -- 7 items
2. Materials on the Interdisciplinary Institute in Reading and Child Development, abstracts of lectures and workshops, and outline of reading courses for teachers
3. Draft Chapter for The Development of the Reading Process, 'Some Pitfalls of Basic Research on Reading'

*Tests Used in Research but not Included in Document:*

/Gates-MacGinitie Reading Test/s; self-made instruments

Contracting Institution: University of Waterloo

Availability: MF not available at time of printing, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00184**

Harvey, Edward B.; Masemann, Vandra L.; Kazanjian, Arminee
-- **Evaluation of the Student Guidance Information Service.**
-- Toronto : /Ontario Ministry of Education/, 1975. -- xiii, 175 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Secondary school/s
/Student Guidance Information/ Service. /Evaluation/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To assess to what extent Student Guidance Information Service (SGIS) is satisfying career and educational /information/ /need/s of Ontario secondary school students.

*Sample:*
Stratified multistage sample of 48 secondary schools using and 15 not using SGIS from the 9 Ministerial regions. Data collected May 1974.

*Methodology:*
Questionnaire to all students in sample; returned by 2,603 at schools using SGIS and 747 at schools not using it. In-depth interviews of subsample of 207 students and short interviews of principals and heads of guidance at schools using SGIS. Comparisons; tables.

*Findings:*
1. Users of SGIS more likely to be /female/, aged 17, in small city or rural area in Regions 4, 5, 6, or 8; if immigrants, younger on arrival than nonusers.
2. Nonusers more likely to be /male/, aged 16, in urban area, usually larger cities.
3. Users usually in year 3 or 4 in secondary school, taking /academic/ courses stressing /science/ and /mathematics/, with Secondary School Honour Graduation Diploma as goal.
4. Nonusers evenly distributed over years 1-4; took more vocational and technical courses; less likely to plan to complete year 5 or continue education after secondary school.
5. 62.3% of users and 64.9% of nonusers reported thinking of future careers by year 1 in secondary school.
6. Users more likely to have used other sources than family and friends for career information.
7. 41.3% of users used SGIS only once; 47.9% sought information on courses in postsecondary institutions; 37.7% discussed SGIS printouts with guidance counsellor; only 13.2% felt SGIS had not been helpful.

*Conclusions:*
1. SGIS is used most in areas where students have few other sources of career information.
2. SGIS users have higher educational and /career/ /aspiration/s than nonusers.
3. Students in years 1-2 of secondary school should be encouraged to use SGIS.

*Special Features.*
1. /Bibliography/, p. 175
2. Canadian Classification and Dictionary of Occupations, pp. 165-68
3. Occupational Prestige Scores by Occupational Classes (Pineo-Porter), pp. 169-72

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s and /interview/ guides

*Notes:*
Final report issued under the same title by /Ontario Institute for Studies/ in Education, Dept. of Sociology in Education, 1974. -- xii, 228 p.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - $2.50 from the Ontario Government Bookstore or OISE Publication Sales

**FINAL REPORT (MINISTRY)** **ON00185**

**Ellis, Dormer; Fleming, W.G.**

**-- A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 147 p. in various pagings. ( -- OISE project ; 5024-70) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/ /SCHOOL/S. /Ontario/

French language /elementary school/s. /Curriculum/ subjects: French language, /mathematics/ and /social studies/. /Test/s -- Study examples: /grade 5/ and /grade 8/

French language /secondary school/s. Curriculum subjects: French language. Tests

French language secondary schools. /Dropout/s

French language secondary schools. /Student/s. /Academic achievement/

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

About 2,000 students who enrolled in grade 9 in 16 French-language secondary schools in September 1972; about 2,000 students in each of grades 5, 8, and 11; students (n not given) in grades 5 and 8 in a sample of /English/ language schools (n not given). Data collection began in 1972 and is continuing.

*Methodology:*

Data on options, credits and marks of the students who enrolled in 1972 were collected from school records. Names of students in the 1972 sample who had subsequently transferred or withdrawn were obtained from school guidance records; questionnaires on their present activities were mailed. The final versions of the Ellis-Fleming tests in mathematics and social studies were developed and administered to English- and French-language students in grades 5 and 8. Tests de rendement en Français were administered to students in grades 5, 8, and 11 in French language schools. Statistical analyses of test results were begun but were not completed at time of publication.

*Special Features:*

1. Ontario norms for grades 5 and 8 for Test de mathématiques Ellis-Fleming and Test d'études sociales Ellis-Fleming
2. Portrait de deux milliers de débutants aux écoles secondaires
3. Press release issued on publication of Une Minorité s'explique
4. Separate report included in Appendix: Early Withdrawals from French-Language Secondary Schools (39 p. in various pagings)

*Tests Included in Document:*

/Test de Mathématiques Ellis/-Fleming, and /Ellis-Fleming Test in Math/ematics; /Test d'études sociales Ellis/-Fleming, and /Ellis-Fleming Test in Social/ Studies; self-made /questionnaire/s for withdrawal and grade 9 students

*Tests Used in Research but not Included in Document:*

/Tests de rendement/ en français

Related Records: ON00173; ON00174; ON00614

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00186**

Neill, John A.

-- **Measurement for Guidance.**

-- Guelph : /University of Guelph/, 1975. -- 29 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOCATIONAL/ /INTEREST/S (JACKSON VOCATIONAL INTEREST SURVEY). /Student/s. /Secondary school/s related to /personality/ (Personality Research Form) -- Comparisons by /grade level/s and /sex/

## ABSTRACT

*Type of Study:*

Methodological; Descriptive

*Purpose:*

To establish Ontario norms for two psychological-construct oriented tests and to examine the interrelationships among vocational interest and personality variables in secondary school students.

*Sample:*

317 /grade 9/ and 305 /grade 12/ students in urban, rural and northern schools.

*Methodology:*

Personality Research Form and the Jackson Vocational Interest Survey (JVIS) were administered to the sample by guidance counsellors. Intercorrelation among scales and means, standard deviations and Kuder-Richardson - 20 reliabilities for each scale in the two tests were calculated separately for /male/s (M) and /female/s (F) in grades 9 and 12. Profiles were distributed to participating students. Tables.

*Findings:*

1. As expected, many personality traits and vocational interests remained stable from grade 9 to 12.
2. For both M and F, means on autonomy, adventure and /need/ for /change/ increased between grades 9 and 12, means for trait dependence decreased and interest in /mathematics/ declined.
3. For M, means for need for /achievement/, stamina, endurance and dominance increased, impulsivity mean decreased; engineering scale mean decreased, life sciences mean decreased.
4. For F, means for trait exhibition, /play/ and dominant /leadership/ decreased, mean for sentience increased; /behavioural science/ mean increased, skilled trades mean decreased.
5. For grade 9 students, there was a very low average level of correlation between scales. By grade 12, the degree of personality determination of vocational interest had increased considerably.
6. Participating students were enthusiastic about receiving feedback.

*Conclusions:*

1. JVIS is more useful at senior levels.
2. JVIS revisions, made on the basis of these data, have rendered normative data obsolete.
3. There appears to be a strong sexist bias in the /school/ /environment/.
4. The use of such tests in the context of student /guidance/ can be very useful to students and to the improvement of educational institutions.
5. The main obstacle to providing such a service to students is the attitudes of trustees, officials and guidance counsellors.

*Special Features:*

Samples of personality and vocational interest profiles

*Tests Used in Research but not Included in Document:*

/Jackson Vocational Interest/ Survey; /Personality Research Form/, Form E

Contracting Institution: University of Guelph

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00187**

Hambleton, Donald Charles; Ziegler, Suzanne; Farrell, Michelle A.

**-- A Study of the Effects of Using Regular Elementary or Secondary School Facilities for Older Retarded Students (Ages 12-21).**

-- Toronto : /Metropolitan Toronto School/ Board, 1975. -- 59 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/INTEGRATED/ /SCHOOL/S. /Elementary school/s
/Trainable/ /mentally handicapped/ /student/s. /Attitude/s of /teacher/s and /normal/ students -- Study regions: /Metropolitan Toronto/ -- Study examples: /Grades 6-7/

## ABSTRACT

*Type of Study:*
Methodological; Descriptive

*Purpose:*
To develop, administer, and interpret results of /instrument/s measuring attitudes toward mentally retarded students and their integration into /regular/ /program/s.

*Sample:*
753 students in grade 6 at 4 junior public schools (JPS) and in grade 7 at 3 senior public schools (SPS). 69 teachers in all grades at 1 JPS and 3 SPS. Second administration to 277 grade 6 and 7 students at 2 JPS and 1 SPS. Data collected 1974.

*Methodology:*
Student instrument developed to include: data on /sex/ and previous contact with the /retarded/; semantic differential; /social/ distance (self and friends) scale; school climate index; and degree of willingness to work with retarded. Teacher instrument developed to include semantic differential and attitude scale. Instruments administered to sample. 1 SPS (A) chosen as site of integration project. Staff meetings held at A with /film/s, discussion, and distribution of pamphlets. Film shown to grade 7 students at A and grade 6 students at JPS (C) who would enter A at graduation. Instrument readministered to grade 7 students at A and grade 6 students at both C and another JPS (B) where integration program was in second year. Correlations, means, standard deviations, t test results tabulated. Analysis by item for school A results.

*Findings:*
1. Students viewed their own attitudes more positively than their friends' attitudes.
2. /Female/ students more likely to volunteer to help retarded.
3. Greater previous contact related to favourable attitudes.
4. Significant gain in expression of acceptance at A; no significant gain at C where no staff /orientation/ undertaken.
5. Teachers at B more likely than teachers at A to see benefits to normal students in integration project, to suPport full integration into program and to be willing to have retarded students' classrooms in close proximity to their own.
6. Significant correlations between all pairs of dependent variables: volunteered contact; semantic differential; social distance (self); social distance (friends); school climate (/environment/).

*Conclusions:*
1. Instruments are useful for site selection and measuring attitudinal changes. Some items in need of refinement.
2. Many schools suitable for integration program. Planned intervention can help prepare teachers and students.

*Special Features:*
1. /Bibliography/ -- 12 items
2. List of films -- 3 items

*Tests Included in Document:*
Self-made /questionnaire/ for teachers and students

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $1.00; HC - $3.00 from the Metropolitan Toronto School Board, 155 College St., Toronto, Ontario, M5T 1P6

PUBLISHED REPORT ON00188

Harvey, Edward B.; Slaght, Margaret; Masemann, Vandra L.

**– An Evaluation of the Career Development Credit Course.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 222 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CAREER EDUCATION/. /Student/s. /Secondary school/s. Ontario
Application of /Career Development Credit/ Course. /Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To find out how successful the Career Development Credit Course (CDCC) is in preparing students for /postsecondary/ /education/ or for the /labour force/.

*Sample:*
Students from 21 Ontario schools offering CDCC, selected from 6 of 9 administrative regions. Experimental group had taken, or were enrolled in, CDCC (n = 886); control group had not taken CDCC (n = 903). Data collected 1974-1975.

*Methodology:*
Questionnaire A completed by students who had taken course during previous year and were still in school; questionnaire B completed by students who had taken course during previous year and had since left school; questionnaire C completed by students currently taking course. Control group answered without section concerning CDCC. Students' replies provided information about schooling in general, /family/ /background/, their /aspiration/s for the future, experiences with CDCC course. In-depth interview held with individual /teacher/s on their perceptions of effectiveness of CDCC. Tables.

*Findings:*
1. Most frequent age of CDCC students was seventeen.
2. Majority who enrolled in CDCC were born in Canada or had immigrated at an early age.
3. CDCC students were less decisive about their future and generally had lower aspirations to further education than those who did not enrol.
4. All CDCC students were more satisfied with amount of information available to them, and school /guidance/ services in general, than those who had not taken CDCC.
5. A large majority agreed that CDCC helped them to plan their lives and examine their values; they were generally less enthusiastic about personal development aspects of CDCC.
6. CDCC teachers viewed course as pilot program that needed further development.
7. Teachers felt CDCC should be practical rather than theoretical and had adapted it to particular needs of their own students, rather than adhering to rigid guidelines.
8. Nearly twice as many /female/s as /male/s were taking CDCC.
9. Females in course were more highly motivated and had higher aspirations (though short-term) than males.

*Conclusions:*
CDCC is serving the purpose for which it was established and is of use in preparing students for their future education and employment.

*Special Features:*
1 /Bibliography/ -- 4 items
2 Canadian Classification and Dictionary of /Occupation/s - Major and Minor Groups

*Tests Included in Document:*
Self-made/questionnaire/; /Pineo-Porter Scale/, and addendum

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - $3.00 from the Ontario Government Bookstore or OISE publication sales.

PUBLISHED REPORT ON00189

Math, Hannah; Virgin, Albert E.

**-- An Examination of Three Intervention Strategies with Primary Children.**

-- Willowdale : /North York Board of Education/, 1975. -- 16 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/GRADE 1/. /North York/

/Student/s with /learning disabilities/. /Academic achievement/ and /self concept/. Effects of /intervention/ /program/s

/Teacher aide/s. /Volunteer/s. Use in intervention programs Students. Learning disabilities. Screening and improvement Students. Learning Disabilities. /Screening/ and improvement

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
727 grade 1 students in 30 classrooms; 111 (15%) were identified as likely to experience limited success in school. Data collected 1974-75.

*Methodology:*
/Reading/ and /number/s subtests of Metropolitan Achievement Tests and North York Self Concept Inventory were administered to all students in the fall and spring. Kindergarten teacher ratings of expected grade 1 achievement and likelihood of experiencing social difficulties in grade 1 were collected for all students. 10 classrooms were randomly chosen for each of three treatments. For group 1 (G1), teachers received all pretest scores on all measures and a list of identified (I) and borderline students. For group 2 (G2), volunteers were assigned to classes, but no pretest information was provided to teachers. For group 3 (G3), all pretest information was provided and volunteers were assigned. Analyses of variance and covariance were performed on pre- and posttest mean scores. Tables.

*Findings:*

1. For I students, a gain of 7 on reading subtests was expected for all groups; actual gains were: 9.7 (G1), 9.2 (G2), and 10.2 (G3). Expected gains on numbers subtests were: 10 (G1) and 11 (G2 and 3); actual gains were: 13.9 (G1), 10.6 (G2) and 15.1 (G3). Gains on self concept were: 5.5 (G1), 5.8 (G2) and 6.4 (G3). Differences between groups were not significant.
2. For non-I students, a gain of 7 on reading subtests was expected for all groups; actual gains were:. 9.2 (G1), 9.2 (G2) and 9.0 (G3). Expected gains on numbers subtests were: 12 (G1 and 2) and 14 (G3); actual gains were: 13.5 (G1), 15.4 (G2) and 16.9 (G3). Self-concept gains were: 2.6 (G1), 3.3 (G2) and 2.3 (G3). Differences were significant only on the numbers subtests gain scores.

*Conclusions:*

1. An intervention program produces greater than expected growth in reading, numbers and self- concept.
2. The variability in average /social development/ and academic growth cannot be explained by any one of the treatments used.

*Special Features:*

1. /Bibliography/ -- 17 items
2. /Literature review/

***Tests Used in Research but not Included in Document:***
/Reading subtest/s and /Numbers subtest/s of /Metropolitan Achievement Test/ Primer, Form F; /North York Self Concept Inve/ntory; self-made Teacher Rating /Questionnaire/

Contracting Institution: North York Board of Education

Other System: ED 130 767

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00190**

Nash, B. Christine; McQuistin, Alan

-- **Sharing School Facilities with the Mentally Retarded : A Study of Sharing Secondary School Facilities with Senior Trainable Retarded (Age 14-21).**

-- Toronto : /Ontario Ministry of Education/, 1975. -- v, 125 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MAINSTREAMING/. /Trainable/ /mentally handicapped/ /student/s. /Secondary school/s
Effects on /behaviour/, /self concept/, and /speech/

/INTEGRATED/ /SCHOOL/S
Integrated secondary schools. Trainable mentally handicapped students. /Attitude/s of normal students -- Study regions: /Sault Ste. Marie/ and /Sudbury/ -- Study examples: /Gatchell Sr. School/, /Sudbury S.S./, /White Pines C.V.I./, and /Woody McPhee School/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To study the effects of integrated secondary school facilities on behaviour and self concept of trainable mentally handicapped students (TMRs) and on attitudes of normal students towards TMRs; to examine appropriate /administrative/ structures and develop models for integration.

*Sample:*
19 TMRs at Woody McPhee School, semiintegrated with White Pines C.V.I., Sault Ste. Marie, matched by age, IQ, sex, and socioeconomic characteristics with 19 TMRs at Gatchell Sr. School, a special school in Sudbury; 339 grade 9-11 students at White Pines, 180 grades 10-11 students at Sudbury S.S.; teachers and principals of Woody McPhee and White Pines; /parent/s of 63 TMRs at Woody McPhee and Gatchell schools. Data collected 1973-1974.

*Methodology:*
Social behaviour, speech, and task performance of TMRs observed and recorded on /videotape/; self concept assessed by interviews. Personal interviews of parents and principals; questionnaires filled out by normal students and teachers. Tables.

*Findings:*
1. No significant difference was found in behaviour, speech, task performance, and self concept between integrated and /segregated/ TMRs.
2. Parents of TMRs in integrated setting were favourable to the program.
3. Normal students in integrated school had little contact with TMRs and were less favourably disposed to TMRs than students in a school with no TMRs.

*Conclusions:*
1. None of the findings favour either integrated or segregated facilities for TMRs.
2. None of the problems encountered in the integrated setting are insoluble; contact and cooperation among teachers and principals is essential for a successful integrated program.

*Special Features:*
/Bibliography/, pp. 109-123

*Tests Included in Document:*
Self-made /observation schedule/, /interview/ guides and /questionnaire/s

*Notes:*
An earlier study, ON00176, dealing with elementary school students used similar instrumentation.

Related Records: ON00176

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $1.00; HC - $2.00 from the Ontario Government Bookstore or OISE Publication Sales

PROCESSED REPORT ON00191

Babin, Patrick; Knoop, Robert

**-- Bias in Textbooks Regarding the Aged, Labour Unions, and Political Minorities.**

-- Ottawa : /University of Ottawa/, Faculty of Education, 1975. -- 190 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TEACHING AID/S. Schools. Ontario

/Textbook/s (/Circular 14/). /Bias/ against /minority/ /group/s: /labour union/s, /old/er /adult/s, and /political/ minority groups

ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To examine all textbooks listed in Circular 14 (1974) in order to determine if bias exists against the aged, labour unions, and political minorities.

*Sample:*

1,719 textbooks (97% of all) listed in Circulars 14, 14A, and 14B. Data collected 1974.

*Methodology:*

Historical background information on the aged, labour unions, and political minorities was combined with a literature review on bias in textbooks to provide basis for selection of applicable criteria for design of the research instrument, Evaluation Report on Bias in Textbooks. 211 readers selected to represent cross-section of population. 1,719 textbooks evaluated by these readers using research instrument with its separate checklist for each topic being investigated. Different evaluators reread texts found to contain bias on first reading. Tables.

*Findings:*

1. Of the 1,719 textbooks evaluated, 78 or 4.5% contained biases.
2. A total of 104 biases were located: 23 against the aged, 65 against labour unions, and 16 against political minorities.
3. Criticisms against unions and failure to mention the benefits they have helped to achieve accounted for most of the biases against the labour movement.
4. Biases against the aged occurred mainly in English primary texts containing stories and fairy tales featuring limitations of and condescensions towards the aged.
5. The few biases against political minorities mainly resulted from undue emphasis on parties in power, quoting the achievements of leaders of majority parties, and shallow treatment of the contribution of political minorities to Canada's growth and development.
6. Contrary to findings in other studies, textbooks published since 1970 had more biases than those of earlier dates.

*Conclusions:*

1. Biases found against labour unions could have a strong effect on student attitudes.
2. Biases against the aged and political minorities are not pronounced enough to affect student attitudes in a negative way.

*Special Features:*

1. /Literature review/, pp. 48-63
2. /Bibliography/ -- 41 items

*Tests Included in Document:*

/Evaluation Report on Bias/ in Textbooks

Contracting Institution: University of Ottawa

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00192

Stern, Hans H.; Burstall, Clare; Harley, Birgit

-- **French from Age Eight, or Eleven? : A Study of the Effectiveness of the Teaching of French at the Primary Level in the Schools of England and Wales.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 122 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s. /Great Britain/
/Academic achievement/ of /English speaking/ /student/s. Affecting factors

## ABSTRACT

*Type of Study:*

Research review

*Methodology:*

The first part of the study summarized the findings of the National Foundation for Educational Research in Britain report, 'Primary French in the Balance' (1974). Topics include optimum /age/ for learning a foreign language, /sex difference/s, /socioeconomic/ factors, /student- teacher/ /interaction/, and /attitude/s and achievement.

In the second part, questions on issues pertinent to Ontario educators are answered under four headings: (1) the experiment - materials used in the program, objectives and follow-up of the program, training and qualifications of the /teacher/s; (2) the /evaluation/ - subjectivity versus objectivity in the results and interpretation of achievement tests, research design and decisions concerning control and experimental groups; (3) the findings - the effects of /class size/, /grouping/, length of instruction periods, age, sex difference, socioeconomic /background/, attitudes and /motivation/, and /urban/ versus /rural/ setting, on the learning of French; (4) the conclusions - relevance to Ontario and to other programs, interpretation of results, and policy implications.

*Conclusions:*

In general, other things being equal, older children learn more efficiently than younger children. In the experiment, under the given program and circumstances, the /cost/ /effectiveness/ of teaching French in the primary grades has not been shown.

*Notes:*

Title of final report to Ministry: A Study of the Effectiveness of the Teaching of French at the Primary Level in the Schools of England and Wales.

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 139 112

Availability: MF - $1.00; HC - $2.50from the Ontario Government Bookstore and OISE Publication Sales.

PUBLISHED REPORT ON00193

Russell, H. Howard; Robinson, Floyd G.; Wolfe, Carla; Dimond, Carol

-- **Current Ontario Elementary School Mathematics Programs : A Study of the Characteristics of Current Elementary School Mathematics Programs in Ontario.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 305 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s. Ontario
/Program/s. /Attitude/s of /principal/s and /teacher/s
/Teaching aid/s. /Utilization/ by teachers
/Teaching method/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine the range of topics, resource materials, teaching methods, assessment of /student/ /progress/, and perceptions by teachers and principals of the effectiveness of the program in their own school.

*Sample:*
Stratified random selection of 309 students from 85 elementary schools in Ontario. Data collected 1974.

*Methodology:*
309 students chosen by stratified random selection from several schools to represent the array of mathematics programs in Ontario. An arbitrary decision was made to gather data only in kindergarten and grades 1, 3, 6, and 8. At each of these grade levels, a target student was randomly selected for observation in mathematics classes. The student's mathematics teacher was the target teacher for that school and grade. Data collected by means of an observation schedule and questionnaires for teachers and principals. Instruments developed in English and translated into French for use in francophone schools. Tables.

*Findings:*
1. In general, the proposed curriculum for the mathematics program was covered thoroughly by teachers at all grade levels.
2. Teachers made little use of available /learning/ /material/s, testing materials, and the Ministry's P1J1 guidelines, all of which were designed to broaden the content of the mathematics program.
3. Many students had practically no exposure to /geometry/ or instruction in /measurement/ and related topics.
4. In assessing student progress, teachers mainly used tests they had developed themselves. There was little evidence that /standardized test/ing was carried out.
5. Both teachers and principals agreed that the mathematics program was of relatively high importance in the school curriculum. They were generally satisfied with students' /computation/ /skill/s and grasp of basic concepts, but there was widespread dissatisfaction with performance in /problem solving/.

*Special Features:*
/Bibliography/ -- 21 items

*Tests Included in Document:*
Teacher /Questionnaire/; Principal Questionnaire; /Observation schedule/

*Notes:*
Contract title: A Study of the Characteristics of Current Elementary School Mathematics Programs in Ontario.

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $2.00; HC - $5.00 from the Ontario Government Bookstore or OISE Publication Sales

FINAL REPORT (MINISTRY) **ON00194**

Swain, Merrill

-- **Bilingual Education Project : Final Report to the Ministry of Education for Funding Period July 1, 1974-June 30, 1975.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 16 p. plus separate appendices. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects
  /Immersion/ /program/s: total, early partial and late partial programs compared with /regular/ programs

## ABSTRACT

*Type of Study:*
Comparative; Longitudinal

*Sample:*
In 1973-74, students in /kindergarten/ (K) and /grades 1-4/ and /grades 8-10/ in: regular /English/ program (NI); total early French immersion programs (TFI) in /Toronto/ (TBE), /Ottawa/ (OBE) and /Carleton County/ (CBE); partial early French immersion programs (PFI) in /Elgin County/ (ECBE) and /Stormont Dundas and Glengarry/ County (SDG); and a late partial French immersion program (LFI) in /Peel County/ (PCBE). In 1974-75: TFI students in grades 1- 3 in TBE; PFI students in K and grade 1 in SDG and in /grades 2-5/ in ECBE; and LFI students in /grades 9-11/ in PCBE.

*Methodology:*
Battery of tests and /attitude/ scales administered to various combinations of students. 1974- 75 data and most 1973-74 SDG data undergoing analysis at time of publication.

*Findings:*
1. In OBE and CBE: no differences between TFI and NI students in /mathematical skill/s or /cognitive/ /development/; TFI students were behind in English language skills through grades 1- 2, but matched NI students in all but /spelling/ by grade 3; TFI students were far superior in French language skills.
2. In TBE: no differences between TFI and NI students in cognitive development; TFI students did as well or better than NI students in /arithmetic/; TFI students did as well as NI students in English language skills, except spelling, by end of grade 2; TFI students showed much higher level of French proficiency than NI students in the same or higher grades.
3. PFI students in K in SDG performed as well in /aural/ /comprehension/ as PFI students in grade 1 in ECBE.
4. In ECBE: no differences in PFI and NI students in grades 1-4 in /mathematics/ (except in grade 1 where PFI scored higher than NI students), cognitive development or English language skills; PFI students performed satisfactorily in all aspects of French except comprehension.
5. LFI students showed greater French proficiency than NI students, performed as well as NI students in other /academic/ areas, and were more positive to the study of French and French /Canadian/ /culture/.

*Special Features:*
35 separate appendices include: 21 papers published, presented or disseminated; curriculum materials; and instruments

*Tests Used in Research but not Included in Document:*
/Attitude Scale/; /Canadian Cognitive Abilities/ Test; /IEA French Reading Test/s; /IEA French Listening Test/s; /Metropolitan Achievement Test/; /Otis-Lennon Mental Ability/ Test; /Paragraph Writing in English/ and French Tests; Peel County Departmental Examinations in English, Mathematics, Science and Social Studies; /Test de Rendement en Français/; /French Comprehension Test/; /French Oral Skills Test/; /French Vocabulary Test/; /Test de Lecture/, 4e année

Related Records: ON00074; ON00075

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00195**

Wahlstrom, Merlin W.; Danley, Raymond R.

-- **Assessment of Student Achievement : A Survey of the Assessment of Student Achievement in Ontario.**

-- Toronto /Ontario Ministry of Education/, 1976. -- x, 121 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/ACHIEVEMENT/. /Student/s. Schools. /Ontario/
/Evaluation/ /method/s and /report/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
384 principals and 1,230 teachers at 384 schools selected by a stratified random sample of all /English/ /language/ schools in Ontario. 127 (all) Directors of Education in Ontario. Responses received from 93% of schools, 87% of principals, 77% of teachers (475 elementary; 474 secondary) and 94% of Directors. Data collected spring 1974.

*Methodology:*
Mailed questionnaires and personal /interview/s focused on four main topics: ongoing assessment procedures; communication about achievement; training for assessment; and use of published /test/s. Frequency and percentage tables; quotations.

*Findings:*
1. Informal assessment, especially /teacher/ /observation/ of classroom work, was the dominant mode of assessment in /elementary school/s; secondary teachers relied more upon formal methods of assessment.
2. Assessment was most commonly done at the end of each work unit.
3. Final /examination/s were largely a /secondary school/ phenomenon.
4. The /report card/ was the most common form of parent-teacher communication; /parent- teacher/ interviews were used more frequently in elementary than in secondary schools.
5. Changes in the reporting system within the last three years have resulted in changes in report card format, increased frequency of interviews, and a tendency to discontinue class /ranking/ procedures.
6. Teachers felt that training in observation techniques and the creation of test item banks would be valuable aids to their assessment procedures.
7. Published tests played a very small part in the total evaluation process.

*Conclusions:*
1. There is a need for school boards to issue policy statements on the issue of assessment of student achievement.
2. Parents and students should be aware of the implementation of assessment procedures and policies.
3. Teachers should be involved in all facets of assessment programs.

*Special Features:*
1. Annotated list of references on achievement testing -- 45 items
2. Assessment materials used by teachers

*Tests Used in Research but not Included in Document:*
Self-made teacher, principal, and director /questionnaire/s; self-made teacher and principal /interview schedule/s

*Notes:*
Title of contract: A Survey of the Assessment of Student Achievement in Ontario
(GC)

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00196

Rideout, E. Brock; Murray, John S.; Sylvester, Christine; Harris, Marion

-- **Meeting Problems of Declining Enrolment : Educational, Social, and Financial Implications to School Boards of Declining Enrolments.**

-- Toronto : /Ontario Ministry of Education/, 1975. -- 104 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /School/s. /Ontario/
/Declining/ /enrolment/s. Implications for boards of education

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Nine case studies involving schools from six regions in Ontario.

*Methodology:*
Nine case studies described. /Problem/s discussed: declining enrolments; redundant school space; proposal for /school closing/; suggestions for shared accommodations and /shared facilities/ with other schools; transfer of staff and students; /cost/ /effectiveness/; reaction of the /community/. Questionnaires on minimum size of a satisfactory elementary school completed by 1,359 teachers, 167 principals, and 120 superintendents; results to be reported during next phase of study.

*Conclusions:*
1. It is necessary to keep the local community informed about the problems of declining enrolments.
2. The community should be involved in proposing solutions.
3. An approved plan for the use of a school building to be closed should reflect local community priorities and needs.

*Special Features:*
1. /Literature review/, pp. 91-101
2. Selected /bibliography/ -- 28 items

*Tests Used in Research but not Included in Document:*
/Questionnaire/ for superintendents, principals, and teachers included in final report to Ministry

*Notes:*
Final report to Ministry titled: Educational, Social, and Financial Implications to School Boards of Declining Enrolments.

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 140 396

Availability: MF - $1.00; HC - $2.00 from the Ontario Government Bookstore and OISE Publication Sales

PROCESSED REPORT ON00197

Dilling, Harold John; Weiss, Debrah

**-- Fitness and Our Youth : An Evaluation of Activity Programs as Educational Aids and Promoters of Total Health.**

-- Scarborough: /Scarborough Board of Education/, Research Centre, 1975. -- 141 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/SCARBOROUGH NEW ACTIVITY PROGR/AM. /Physical education/ /program/s. /Elementary school/s. /Scarborough/ Effects on /academic achievement/, /attitude/s, and /physical/ /fitness/ of students and attitudes of teachers to physical education -- Study examples: /grade 2/, /grade 5/ and /grade 8/

## ABSTRACT

*Type of Study:*

Experimental

*Purpose:*

To determine the effects of the Scarborough New Activity Program (SNAP) on elementary students' fitness, attitudes and academic achievement and on teachers' attitudes toward physical education and teaching.

*Sample:*

18 grade 2 classes (9 experimental, 9 control), 18 grade 5 classes (9 experimental, 9 control), and 12 grade 8 classes (6 experimental, 6 control) from 13 K-grade 6 and 6 K-grade 8 schools in Scarborough. 670 SNAP /parent/s; 392 responding. Data collected 1974-1975.

*Methodology:*

Experimental classes participated in SNAP for 30 minutes daily for 3 months; control classes continued usual physical education program twice weekly. Battery of academic, attitudinal, and /physiological/ tests administered to students before and after program. Attitudinal tests given before and after program to teachers. Analysis of covariance used on pretest and posttest data. Differences in schools, /sex/, and program considered. Random sample of 48 SNAP students interviewed on attitudes to program. Questionnaires sent to SNAP parents.

*Findings:*

1. There were significant differences on two of the seven physiological tests. At grade 2 level, SNAP students completed 600-yard run in less time than those in the control program; grade 5 SNAP students could do more sit-ups per minute than controls.
2. In many schools, both SNAP and control students improved their scores on tests of cardio- vascular fitness.
3. Some schools were more effective than others in improving fitness in SNAP classes.
4. In grade 5, the effects of school and program were significant with respect to /mathematics/ achievement. No significant effects on /reading/
5. Grade 5 SNAP students showed a more positive attitude towards school than controls.
6. SNAP teachers at grades 2 and 5 levels had a more positive attitude towards physical education at end of program than teachers of control classes. At grade 8 level, both SNAP and control teachers had strong positive attitudes towards physical education.
7. 343 parents reported their children enjoyed SNAP and 354 wanted them to be part of a similar future program.

*Conclusions:*

Most of the teachers, students, and parents were enthusiastic about SNAP.

*Special Features:*

1. /Bibliography/ -- 28 items
2. /Literature review/, pp. 6-15

*Tests Included in Document:*

/Wear Physical Education Attitu/de Scale; /School Sentiment Index/; /Piers-Harris Children's Self/ Concept Scale; /North York Self Concept Invent/ory, Primary

*Tests Used in Research but not Included in Document:*

/Metropolitan Achievement Test/s; /Minnesota Teacher Attitude/ Inventory; Physiological Measures - PWC 170 and /Astrand/

Availability MF - $1.50; HC - $5.00 from the Scarborough Board of Education, 140 Borough Drive, Scarborough, Ontario, M1P 4N6

**PUBLISHED REPORT** **ON00198**

**MacNeill, Ian B.; Chan, L.K.; Harris, A.W.; Rachar, B.F.**

**-- Statistics for the Ontario Secondary School Mathematics Program.**

**-- London : /University of Western Ontario/, 1975. -- 218 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

## SUBJECT

**/STATISTICS/. /Curriculum/ subjects. /Secondary school/s**
**/Teaching aid/s: /case studies/ compared with /traditional/ /textbook/s -- Study examples: /grades 12-13/**
**/STUDENT/S. /Natural science/s and /social science/s /program/s. /University/s**
**/Mathematical skill/s -- Study examples: University of Western Ontario**

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To test curricular materials and methodologies for secondary school statistics programs and to survey the mathematical background of university science and social science students.

*Sample:*
1,030 students in 18 grade 12, and 22 grade 13 classes at 24 schools; 109 students in 3 grade 12, and 3 grade 13 classes at 1 school; 1,393 social science and 1,271 science students in first year at University of Western Ontario. Data collected 1974-75.

*Methodology:*
For 2 to 5 weeks, students at the 24 schools were taught statistical concepts, 70% by a case study approach (CSA) using materials developed by project staff, 30% by the traditional approach (TA) using a standard text. Pretests and posttests on arithmetic and statistics were administered; 109 control students were administered arithmetic portion only. University students' mathematical background determined from school records. Percentage scores tabulated; standard deviations; average differences; t values; histograms.

*Findings:*
1. Students in both grade 12 and 13 improved their statistical comprehension and skills whether taught by CSA or TA. There was a slightly larger increase in test scores for CSA students.
2. A significant decline in /arithmetic/ scores occurred for both experimental and control students, probably due to the time of testing and the slightly more difficult content of the posttest.
3. 53% of social science and 83% of science students took one or more grade 13 mathematics courses. The most popular course was /calculus/, followed by /relations and functions/ and /algebra/.

*Special Features:*
1. Cast Study notes and teaching units
2. Summary of earlier surveys of school administrators and mathematics teachers
3. Proceedings of Conference on Teaching Statistics and Mathematics for the Social Sciences, 1974

*Tests Included in Document:*
Arithmetic and Statistics Pretest and Posttest

*Notes:*
Statistics for social science programs, ON00171

Related Records: ON00171

Contracting Institution: University of Western Ontario

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00199**

Scott-Thomas, John Francis; Madgett, Alan C.

**-- Applications of Mathematics : A Nationwide Survey.**

-- Sudbury : /Laurentian University/, 1976. -- 67 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. Schools
related to applications of mathematics in /business/, /government/, /industry/ and other institutions -- For teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine the uses of mathematics in contemporary Canadian society, to collect illustrative examples of such usage, and to present these examples in a form easily used by teachers in their classrooms.

*Sample:*
180 industries, agencies, and institutes in 9 provinces. Data collected 1974-75.

*Methodology:*
Names of organizations were collected via library searches and enquiries to Chambers of Commerce and federal, provincial, and municipal governments. Pairs of investigators visited each organization. Data were classified according to subject, examples were extracted and, after source validation and comment, rewritten in a form suitable for teachers. Report presents examples from organizations dealing with: genetics, production planning, pesticides, herbicides, mortality rates, plant science, food processing, population estimation, consumer education, and soil science. Also presented are examples, with suggestions for classroom use, in: fisheries research, home economics, plant development, animal growth, nutrition, and product blending.

*Conclusions:*
1. All /secondary school/ (SS) /student/s should be given pocket /calculator/s on a 'replace if lost' basis.
2. SSs should provide all senior students with access to /computer/s through time-sharing systems or the purchase of mini- or micro-computers.
3. Junior students should be made aware of the uses and applications of drafting instruments and planimeters.
4. When making curriculum changes, consideration should be given to: greater emphasis on /finance/ mathematics and on /logarithm/s and exponents, particularly their graphic properties; data organization, descriptive /statistics/ and random behaviour units; elementary /computer science/ for all students and an optional senior level unit on linear programming; and the derivation and manipulation of linear equations using 'dirty' data.
5. Textbooks should avoid hypothetical examples.
6. Students should be exposed to the 'quick and dirty', as well as abstract approaches.
7. All mathematics teachers should be encouraged to take courses in computer programming, teaching computer science, and using hand calculators in class.

*Special Features:*
1. /Bibliography/ -- 11 items
2. Lists of organizations visited

(GC)

Contracting Institution: Laurentian University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00200**

Toronto Board of Education. Research Dept.
**-- Study of Television as an Educational Medium ; Study No. 1.**
-- Toronto. /Toronto Board of Education/, Research Dept., 1960. -- 62 p. ( -- Report ; 2)

## SUBJECT

/ETV/. Schools. /Toronto/
/Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive; Experimental

*Purpose:*
To evaluate the role of ETV as a teaching aid for Toronto schools.

*Sample:*
111 /teacher/s, 6 /department head/s, 38 /vice-principal/s and /principal/s, 16 /consultant/s and supervisors, and 1 'other' in 77 /elementary school/s and 16 /secondary school/s in Toronto. Data collected from January 1960 to April 1960.

*Methodology:*
13 15-minute programs were prepared by the Teaching Aids Centre and televised by the CBC; 4 /guidance/ programs to /grade 9/ classes, 4 /art/ programs to /grades 6-8/, and 5 /science/ programs to /grades 3-5/. Series shown over a period of 13 weeks. Each school had one or more /television/. Questionnaires evaluating the physical aspects for viewing the telecast, effectiveness of presentation, and effects on /learning/ filled out by classroom teachers, administrators, and supervisory personnel. Evaluation teams were established to balance the statistical responses and to make recommendations.
In addition, a controlled experiment was conducted in one secondary school, /Riverdale C.I./, to compare the effects of black-and-white television and /colour/ /film/ on learning. The four guidance programs were shown on black-and-white television to 3 grade 9 classes, on colour films to 3 grade 9 classes, and in both forms to 2 grade 9 classes. All 8 classes and 1 class shown the televised program four months previously were tested by 20 multiple-choice questions.

*Findings:*
1. The instructional guides distributed in advance to the schools were helpful.
2. The length of each lesson and the material presented were satisfactory.
3. The reception was adequate; there were some problems due to outside interference and mechanical failure.
4. The time for follow-up after each telecast was inadequate.
5. The series formed a basis for further work in the subject presented, assisted in later recall of the information, and stimulated teacher and student interest.
6. In the controlled experiment students retained as much factual material from viewing black- and-white television programs as from viewing colour films.

*Conclusions:*
1. The lessons should be directed to one particular grade level, not to several grades. They should be presented at least four weeks apart.
2. The telecasts should be received by one class in a regular classroom setting.
3. Teachers should know well in advance the content and the time of each lesson.
4. Provision for previewing and reshowing of telecasts should be made.
5. Scientific experimentation in telecasting should be undertaken by the Board.

*Special Features:*
Appendix lists the people and tasks involved in the comprehensive plan to investigate ETV in Toronto schools.

*Notes:*
Journal article based on study: /Link, J. David/. -- 'A Comparison of the Effects on Learning of Viewing Films in Colour on a Screen and in Black- and-White Over Closed Circuit Television.' -- Ontario Journal of Educational Research, 3 (no. 2 April 1961) 111-115

Other System ED 066 004

ISBN 0-88881-001-6

Availability MF - $1 00 HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00201
Toronto Board of Education. Research Dept.
-- **Experimental Study of Learning French in the Public Schools : Report Number 1, 1959-60.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1961. -- 27 p. ( -- Report ; 3)

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s
/Teaching/. Use of /film/s (/French Through Pictures/) compared with /teacher/s -- Study regions: /Toronto/ -- Sample populations: /grade 7/ students
FRENCH LANGUAGE. Curriculum subjects. Grade 7 students. Toronto
/Comprehension/ compared with French comprehension of /grade 9/ students

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare learning of French language under two modes of instruction (teacher and film) and to examine effect on regular school curriculum of introducing a new subject.

*Sample:*
102 students in 3 classrooms (film group); 105 students in 3 classrooms (teacher group); 97 students in 3 classrooms (control group). Data collected from February 1960 to September 1960.

*Methodology:*
Sample was matched on class size, male-female ratio, achievement scores, IQ, and number of students in school speaking another language. Teacher and film group had a total of 58 French lessons divided into four [illegible]0-minute periods per week. Film group used 'French Through Pictures.' Comprehension tests administered in March, June, and September. Most common errors listed. Comparison with a sample of grade 9 students on comprehension. Tables, correlations, /analysis of variance/.

*Findings:*
1. Concentration span between 15-20 minutes.
2. /Verbal/ /reasoning/ not a good predictor of success in /second language/ learning, but no negative transfer occurred in verbal reasoning as a result of learning French.
3. Grade 9 students who had five 40-minute periods for a full academic year scored higher.
4. Teacher group achieved significantly higher than the film group. Film group less self- conscious /oral/ly.
5. Principal weaknesses of films were their length, one-way flow of communication, and too rapid presentation.
6. No other subject in curriculum suffered unduly.

*Conclusions:*
1. Grade 7 students can attain a significant degree of progress in second language learning. Results compared favourably with grade 9 /achievement/.
2. A sound instructional program must take into account semantic, phonemic, and structural forms of new language, as well as principles of learning.
3. Films hold promise, especially if combined with qualified instruction by teacher.

*Special Features:*
/Bibliography/ -- 15 items

*Notes:*
Later study of sample population reported in ON00211.

Related Records: ON00211

Other System: ED 066 090

ISBN 0-88881-002-4

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00202**

Toronto Board of Education. Research Dept.

-- **Study of Achievement, Toronto, Stage 1 : A Profile of Junior Kindergarten Pupils.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1961. -- 15 p. ( -- Report ; 4) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Junior kindergarten/. /Toronto/
/Ethnic/ /background/, /family life/, /health/, /individual/ characteristics, /religion/, and /socioeconomic/ /characteristic/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide actuarial information about the composition of junior kindergarten (JK) classes in Toronto for use as a policy guide and as a reservoir of information for future research.

*Sample:*
1,595 JK students at 36 Toronto schools; their /teacher/s and /parent/s or guardians. Data collected 1960-61.

*Methodology:*
Teachers filled out questionnaires on the basis of face-to-face or /telephone/ /interview/s with students' parents or guardians. Data also collected from student health records. Data tabulated in numerical and percentage form under: /age/, /sex/, date of enrolment; home /environment/; racial, religious, and national background; parents' educational background and /occupation/al status; and health records.

*Findings:*
1. A slight preponderance of males (51.35%) enrolled in 1961. 94.60% of the students had enrolled during the first month, with a decreasing trend in enrolment over the rest of the year. 83.25% were four years of age or over.
2. Approximately two-thirds lived in houses, the rest in flats, apartments, or rented rooms.
3. 98.68% of fathers and 99.24% of mothers were the children's biological parents, with the remainder of the parents being step-parents, foster parents, or guardians. 93.98% of /father/s and 98.89% of /mother/s lived with their children. 16.68% of students had one or more /grandparent/ living with them.
4. Four was the most frequent family unit size; more families were larger than this than smaller.
5. Over 95% had Caucasian parents. 67.57% of the students were Protestant; 28.51% were Roman Catholic, and the rest were Jewish or Buddhist.
6. Over 89% of the students were born in Canada, while only 60% of their parents were. 92% of the children spoke /English/, but only 85% spoke it at home. The second most frequently spoken language was /Italian/. Students spoke an average of 1.19 languages; their parents spoke an average of 1.21
7. The most frequent educational attainment was completion of elementary school for fathers and partial completion of secondary school for mothers. The majority of fathers' occupations lay in levels 5-6 of the Hollingshead scale (skilled and semiskilled labour), the majority of mothers' occupations clustered within levels 4-6 (clerical, sales, and semiskilled help).
8. Health records showed that 20.75% of students had been ill or had had operations.

*Special Features:*
Appendix 1. List of schools with JK classes at the time of study

*Tests Used in Research but not Included in Document:*
/Hollingshead and Redlich Inde/x of Social Position

*Notes:*
1. All findings have been incorporated in later report ON00224.
2. First study in series. For other studies in Longitudinal study of achievement series see notes 2 and 3 of ON00231.
3. Journal article: /Wright, Edgar N./ -- 'The Study of Achievement.' -- Association for Research in Growth Relationships Journal, (April 1964)

Related Records: ON00224; ON00231

Other System: ED 022 811

ISBN 0-88881-003-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00203

Toronto Board of Education. Research Dept.
**-- A Survey of Supervisory Practices of Persons in Personal Communication with Classroom Teachers : Stage 1.**
Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 21 p. ( -- Report ; 5)

## SUBJECT

/SUPERVISORY METHOD/S. Supervisors and /consultant/s. Schools. /Toronto/
/Evaluation/ by /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess teacher reactions to supervisory methods for the Supervisors' Association, Toronto Board of Education.

*Sample:*
All teachers visited in March 1960, together with their visiting supervisors were polled; 'n' not given. Total visits 1,587, with some persons included more than once.

*Methodology:*
Teacher and supervisor filled out questionnaire after each visit. Supervisors described the help they had given, while teachers rated effectiveness of visit. Procedures designed to assure teacher anonymity. Friedman ranked /analysis of variance/; /Mann-Whitney test of significance/; tables.

*Findings:*
1. Teacher responses to supervisory methods were generally favourable.
2. Teachers were unfavourable or neutral to procedures that kept them in a passive role, while methods permitting active response were reported favourably.
3. Highest rated method involved supervisor, teacher, and pupils. Conference followed by demonstration was rated higher than demonstration followed by conference.

*Conclusions:*
1. There is no evidence as to whether methods or outcomes valued by teachers coincide with aims of supervisors.
2. Though not definitive, the study suggests directions for changing supervisory methods.

*Special Features:*
/Bibliography/ -- 4 items

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Journal article /Kohn, Paul M./; /MacKinnon, Archibald R./ -- 'A Survey of Supervisory Practices of Persons in Personal Communication with Classroom Teachers.' -- Ontario Journal of Educational Research, 5 (No. I) 1-16.

ISBN 0-88881-004-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00204**

Toronto Board of Education. Research Dept.

**-- A Pilot Study of Pupils' Learning of Grammar and Usage Through a Programmed Textbook.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 13 p. ( -- Report ; 6)

## SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Grade 8/ /student/s
/Composition/ and /grammar/. /Teaching aid/s: /programmed//material/s (/English 2600/) compared with /traditional/ materials -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Comparative; Experimental

*Purpose:*
To examine students' learning of grammar and usage through English 2600, a programmed textbook, and through traditional methods of grammar instruction.

*Sample:*
40 grade 8 students from 2 Toronto senior schools.

*Methodology:*
Twenty students were selected for each of two groups, experimental and control. The groups were matched for /IQ/ and sex; there were no underaged or repeater students in either group. The groups were also subdivided into 3 sections by IQ: A (121 +); B (111-120); and C (90-110). Before the experiment began, all the students were given two Canadian English Achievement Tests (CEAT) and were asked to write a composition on a common theme. The compositions were scored for mechanics and effectiveness of expression. Then, each week from January to June, each group received two 40-minute and one 20-minute instruction periods in grammar. The experimental group used English 2600 and the control group traditional grammar lessons. After the instruction, the groups were again given the two CEAT tests and asked to write a composition. The results of the tests and the scores of the compositions were tabulated and compared.

*Findings:*
1. On the two initial CEAT tests there was no significant difference between the two groups or between the IQ sections.
2. On the final CEAT tests, there was a significant difference in favour of the experimental group. There was also a significant difference between IQ sections A and C, although there was no difference between the other IQ sections.
3. In terms of net increase from initial to final testing, there was a significant difference in favour of the experimental group but there was no difference between any IQ sections.
4. In the experimental group, IQ sections A and C worked faster than B.
5. On both criteria, mechanics and effectiveness of expression, there were no significant differences between the compositions of the two groups or between the net increase in performance of the two groups.

*Conclusions:*
1. Grammar instruction with English 2600 appeared to be responsible for improved performance of the experimental group in English /achievement/ tests.
2. English 2600 is apparently neither more nor less beneficial for students with widely differing IQs.
3. Because there was no improvement in writing compositions after either form in instruction, the question was raised: 'Why should grammar and usage be taught in the first place when they have so little effect on students' writing'?

*Tests Used in Research but not Included in Document:*
/Canadian English Achievement/ Test. (CEAT, Parts II and III)

Other System: ED 067 935

ISBN 0-88881-005-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00205

Toronto Board of Education. Research Dept.

**-- Grade 12 Standardized Departmental Tests : A Comparison of Norms of Students in the City of Toronto Secondary Schools and Ontario Secondary Schools.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 67 p. ( -- Report ; 7)

## SUBJECT

/NORM/S. /Test/s. /Academic achievement/. /Grade 12/ /student/s /Toronto/
compared by /program/s: /academic/, /business/, and /technical/
compared with norms of all /Ontario/ grade 12 students

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To make available to principals and heads of guidance departments in Toronto secondary schools norms which would be specific to students in the city of Toronto /secondary school/s.

*Sample:*

All Ontario grade 12 students.

*Methodology:*

In 1961 a battery of objective tests was administered. The tests included Scholastic Aptitude Test, Ontario edition (SATO); Canadian Test for World History, Ontario edition; Canadian Test for Economic History, Ontario edition, Canadian Latin Test, Ontario edition, Canadian Algebra Test, Ontario edition. Norms were prepared on the tests for three groups of students - those in the general, technical, and commercial courses. The schools were then sent these norms plus profiles of all their students' scores on the tests. For this report, the profiles of all the Toronto grade 12 students were used to prepare norms for the city of Toronto schools. The Ontario norms and the Toronto norms were tabled and graphed for comparison.

*Findings:*

1. General course students in Toronto scored consistently higher on SATO than the total Ontario population. Toronto's technical and /vocational/ students scored slightly above the Ontario norms for the /verbal/ portion of SATO. The Toronto technical students also showed a slight superiority over the Ontario population on the /mathematics/ portion of the test.
2. Of the three Toronto groups, the general course students scored markedly higher on SATO than the other two groups, with the technical group scoring slightly higher than the commercial group.
3. On the achievement tests, general course students in Toronto again scored consistently higher than the Ontario population. They also scored higher than the other two groups of Toronto students.
4. On achievement tests in economics and algebra, the Toronto technical course students scored close to the Ontario norms but with a slight superiority for the Toronto group. However, on the achievement test in economics, the Toronto commercial course students scored consistently lower than the Ontario norms.

*Conclusions*

As the norms of the Toronto grade 12 students diverged frequently from norms of all Ontario grade 12 students, a comparison of a student's standing in Toronto secondary schools should be made not only on the basis of the Ontario norms but also of the Toronto norms.

*Tests Used in Research but not Included in Document:*

/Scholastic Aptitude Test/, Ontario edition; /Canadian Test for World Histor/y, Ontario edition; /Canadian Test for Economic/ History, Ontario edition; /Canadian Latin Test/, Ontario edition, /Canadian Algebra Test/, Ontario edition

Other System: ED 068 538

ISBN 0-88881-006-7

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00206**

MacKinnon, Archibald R.

**-- Explorations into Team Teaching : A Report on Projects Currently in Progress at Lexington, Massachusetts.**

-- Toronto /Toronto Board of Education/, Research Dept., 1962. -- 12 p. ( -- Report ; 8)

## SUBJECT

/TEAM TEACHING/. /Elementary school/s

Study regions: /Lexington/, /Massachusetts/ -- Study examples: /Joseph Estabrook School/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To outline the nature of team teaching with special reference to the work being done in Lexington, Massachusetts.

*Methodology:*

Observations were made of the Teaching Teams Projects in Lexington, Massachusetts.

*Findings:*

1. At Lexington, team teaching involves a hierarchy of teaching positions in which three to eight certified teachers take joint responsibility for the instruction of 75 to 250 students of similar age-grade status.
2. Within the hierarchy of teaching positions, there are three possible levels - a basic teacher, a senior teacher who has /experience/ or /skill/ in a subject area or methodology, and a team leader who has /administrative/ and coordinating duties. The responsibilities and salaries increase as one rises in the hierarchy.
3. Teachers are relieved of some clerical duties by a clerical assistant and consequently they are able to spend more time in the /planning/ and preparation of materials.
4. /Student/ /group/ /size/ and composition vary with the learning situation.

*Conclusions:*

1. Since the Lexington Projects are pilot studies, further experimentation is necessary before specific patterns for implementation can emerge.
2. The projects have had a positive effect on /teacher/s' perception of themselves as professionals.
3. The students in the team teaching projects seem to be more independent and to have more /responsibility/ for their own learning.

*Special Features:*

The floor plan of Joseph Estabrook School, a working model school in Lexington, is included.

ISBN 0-88881-002-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00207**

*Toronto Board of Education. Research Dept.*

**-- Information Regarding Teaching Machines and Programmed Learning.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1960. -- 5 p. ( -- Report ; 9)

## SUBJECT

/PROGRAMMED/ /MATERIAL/S. /Teaching aid/s. Schools
  Preparation and use
/TEACHING MACHINE/S. Schools
  Use
PROGRAMMED INSTRUCTION. Schools

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe programmed /learning/ and some programmed devices.

*Methodology:*
Purpose, operation, and preparation of programmed devices are described. The /Hollins College/ findings regarding uses of programmed materials are also described.

*Findings:*
1. A good programmed device breaks learning of a subject into small, easily grasped steps, rewards the learner for correct responses, and does not let the learner take a new step unless the previous one is thoroughly mastered. It allows all students to proceed at their own pace and to be an active participant in the learning situation.
2. Preparing a lesson for programmed learning is difficult and time consuming. It requires a thorough understanding of the subject as well as the ability to take advice from experts in the field and a willingness to submit the lesson for testing and retesting if necessary.
3. By teaching or reviewing facts more efficiently, a programmed device can free teacher and student time for discussion and other activities.

*Notes:*
Journal article based on report: /MacKinnon, Archibald R./ -- 'Information Regarding Teaching Machines and Programmed Learning.' -- Canadian Research Digest, 8 (Fall 1960) 133-137.

Other System: ED 064 928

ISBN 0-88881-008-3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00208**

Toronto Board of Education. Research Dept.

**-- A Preliminary Study of Teaching Load in Six Subject Areas in Toronto Secondary Schools.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 40 p. ( -- Report ; 10)

## SUBJECT

/TEACHING LOAD/S. /Teacher/s. /Secondary school/s. /Toronto/
compared by /subject/s and types of schools

## ABSTRACT

*Type of Study:*

Descriptive; Literature review

*Purpose:*

To examine teaching loads in /English/, /science/, /mathematics/, /history/, /modern language/s, and /classical language/s.

*Sample:*

Teachers in 16 Toronto secondary schools -- 10 /collegiate/s and 6 /technical/ and /vocational/ schools.

*Methodology:*

The heads of the English, history, science, mathematics, classics, and modern languages departments in each of the 16 schools were asked to complete surveys on the teaching loads and out-of-class duties of all teachers teaching their subject. The survey requested information on number of grade levels taught, whether this included grade 12 or 13, number of hours or periods spent on nonteaching duties, and number of free periods. In the analysis of the data, the teachers were divided into three groups - those teaching one subject only, those teaching that subject primarily, and those teaching that subject as an additional subject. The results on teaching load were tabulated by subject and by type of school and compared with findings from other Canadian and American studies.

*Findings:*

1. Most secondary teachers in Toronto teach more than three grade levels. English and science teachers teach fewest grade levels in both types of schools, while history teachers teach the most grade levels in technical-vocational schools, and classics teachers teach the most grade levels in collegiates.
2. While 60% of collegiate teachers teach either grade 12 or 13 and 27% teach both, only 57% of technical-vocational school teachers teach either and only 20% teach both.
3. All teachers teach at least 30 periods a week, except English and history teachers in collegiates. Classics teachers in collegiates and science teachers in technical-vocational teach the most periods.
4. In both types of schools, English teachers spend the most time in non-teaching duties. Science teachers in technical-vocational schools and classics teachers in collegiates spend the least time.
5. English teachers have the most free time, while history teachers have the least.
6. The Toronto teacher spends less time in classroom teaching than the U.S. teacher and more time than the Alberta teacher.

*Special Features:*

/Bibliography/ -- 13 items

*Tests Included in Document:*

/Teacher Load Survey Form/, p. 26

ISBN 0-88881-009-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Block, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00209**

Toronto Board of Education. Research Dept.

**-- A Survey of Pupils Learning English as a Second Language in the City of Toronto Public Schools.**

-- Toronto : /Toronto Board of Education/, Research Dept. ; Public School Principals' Association, 1962. -- 58 p. ( -- Report ; 11)

## SUBJECT

/NON-ENGLISH SPEAKING/ /STUDENT/S. /Elementary school/s. /Toronto/
/Birthplace/s and /first language/s
/Reading achievement/ related to first languages and /grade level/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To collect actuarial and demographic information on non-English speaking students in Toronto elementary schools and to ascertain correlation between reading level and grade level of these students.

*Sample:*
/Teacher/s in all 91 Toronto elementary schools (ES) in 1961 reporting on all non-English speaking students, i.e., those entering Toronto ES at any time point without the ability to speak and understand English.

*Methodology:*
Teachers asked to identify all non-English speaking students in their classes, to estimate their reading levels, and to answer 13 questions concerning students' /age/, /sex/, birthplace, languages spoken, etc. Results tabulated in percentages for various Toronto districts.

*Findings:*
1. About 15% of city school population (n = 11,273 students: 5,918 male; 5,355 female) were non- English speaking. Of these, 85.49% were in Districts 4, 5, and 6. Ages ranged from 6-15 years, mean age 10.79.
2. /Italian/ was first language spoken by 45%, /German/ by 10%, and /Greek/ 6%. Italian predominated in Districts 1, 4, 5, and 6; German in 2; German and Greek in 3. /English/ was predominant /second language/ spoken.
3. Over half were admitted to Toronto ES between 1956-1960; most a year after entry into Canada. Over 13% were born in Canada and came to school without knowledge of English; one- third of these were Italian.
4. During a 4-year period, these students had attended a mean of 1.59 schools, over 82% attending only Toronto ES and over 17% attending non-Toronto ES.
5. Mean grade level was 4.31; mean reading level was 3.65, a lag of 8 months. 39% were below their grade level in reading, 50% at their level, and 10% above. Of language groups reading below level, Italian, Greek, /Portuguese/, /Yugoslavian/, and /Maltese/ predominated.

*Conclusions:*
1. Problem of non-English speaking students is large and growing; programs in learning English aimed at specific grade levels are needed and should be coordinated.
2. Teachers teaching non-English speaking students need expert guidance.
3. Pilot projects should be conducted to unite school and community in English language learning programs.

*Special Features:*
1. /Bibliography/ -- 23 items
2. Appendices -- tables of sex and age distributions of non-English speaking students in each of 91 schools

*Tests Included in Document:*
Self-made /questionnaire/, pp. 41-42

Other System: ED 069 163

ISBN 0-88881-010-5

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00210**

Toronto Board of Education. Research Dept.

**-- A Comparative Study of Academic Aptitude and Academic Achievements in Relation to Age and School Experiences.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1963. -- 35 p. ( -- Report ; 12) (/Toronto extension of the Carne/gie study ; 1)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 7-9/. /Toronto/
  compared by /grade level/s
  compared with that of all /Ontario/ /grade 9/ /student/s
  related to /academic ability/
/ACADEMIC/ /ABILITY/. Grades 7-9. Toronto
  compared by grade levels
  compared with that of all Ontario grade 9 students
ACADEMIC ACHIEVEMENT. Grade 9 students. Toronto
  compared by school types in grades 7-8: /senior public school/s and /K-grade 8/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare academic aptitude and achievement among one external and three internal student populations, Ontario grade 9 and Toronto grades 7-9, to provide a set of characteristics for later reference in a longitudinal study.

*Sample:*
Ontario grade 9 students (including Toronto): 86,550. Toronto students: 4,480 in grade 9; 6,019 in grade 7; 5,300 in grade 8; all registered in 1959-60. Data collected October-November 1959.

*Methodology:*
3 subtests of each of three aptitude and achievement tests administered: Carnegie Academic Aptitude Test (CAAT); Canadian English Achievement Test (CEAT); and Canadian Mathematics Achievement Test (CMAT). Results were compared by grade and location. 3 subgroups of Toronto grade 9 group examined: 2,085 students who had previously attended a kindergarten to grade 8 elementary school; 1,848 students who had previously attended a senior public school having only grades 7-8; and 213 students in each of these two subgroups who were matched for CAAT I, II, and III scores. Results tabled for comparison. Students also completed demographic questionnaire.

*Findings:*
1. Toronto grade 9 students consistently first in all tests; Toronto grade 7 students last. Difference between Ontario grade 9 and Toronto grade 8 slight; Toronto grade 8 better in CAAT III and CEAT I, Ontario grade 9 better in all others. Great deal of overlap in all tests except CMAT II.
2. Toronto grade 9 better on all tests than Toronto grades 7-8. Extensive overlapping; 37% of Toronto grade 8 and 17% of Toronto grade 7 scored above median of Toronto grade 9.
3. K-8 students had significantly higher scores on all tests than students from senior schools, but after controlling for aptitude scores there was no significant difference.

*Conclusions:*
1. Much higher score of Ontario grade 9 on CMAT II may be because test deals with /mathematics/ concepts not covered in Toronto grade 8 program.
2. Extensive individual achievement differences in all grades show standards meaningful only when related to learning capacity and other achievement levels than /age/ and school /experience/.
3. Lower scores of Toronto grade 9 senior school group are probably because students come from lower /socioeconomic/ areas; studies show low socioeconomic status related to lower academic achievement. Matching aptitudes of students in both groups shows no significant difference in scores.

*Tests Used in Research but not Included in Document:*
/Carnegie Academic Aptitude/ Tests; /Canadian English Achievement/ Test; /Canadian Mathematics Achievement/ Test

ISBN 0-88881-011-3

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00211

Toronto Board of Education. Research Dept.

**-- A Follow-up Study of the Effects of Aural-Oral French Instruction in the Elementary School on Pupils' Achievement in a Secondary School Program.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 34 p. ( -- Report ; 14)

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Grade 9/ /student/s
/Achievement/ related to /audiolingual/ French instruction in /grades 7-8/ -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Action research; Comparative

*Purpose:*
To test hypothesis that students with prior aural-oral French instruction will achieve better in the secondary school language program than students with none.

*Sample:*
177 grade 9 students with previous French instruction (experimental group) and 177 grade 9 students with none (control group) in 5 Toronto secondary schools, of which 2 had /language laboratory/ (LL) facilities. Data collected September 1961-May 1962.

*Methodology:*
Experimental and controls were matched on basis of sex, age, intelligence, academic achievement, and socioeconomic status. Within total sample, students from schools with no LL were matched with students from schools with LL on basis of achievement, intelligence, and previous French experience; and students from a school assigning students to a program on the basis of previous French experience were matched with students from other schools able to choose their own program. Tests, including an /oral/ proficiency /test/ and term tests, were administered. Error analyses of tests; results tabulated and compared for each matched groups.

*Findings:*
1. No significant difference on most measures between experimentals and controls, except that experimentals made more errors on idiomatic /vocabulary/ and fewer in /comprehension/.
2. Students with LL did better in object naming and idiomatic vocabulary than their matched group but worse on some measures, including code vocabulary and comprehension. Students without LL scored consistently higher than those with LL.
3. No significant difference between scores of students assigned a French program and those given a /choice/.

*Conclusions:*
1. Measure of consistent achievement in grade 9 French program shows aural-oral French instruction in grades 7-8 of no advantage.
2. LL may be effective in motivating students to learn French.
3. New tests must be devised to measure achievement in both aural and oral skills.
4. Oral proficiency test shows LL experience appears to hinder learning formal language structure. LLs were operated on a different basis than regular programs and may have confused students.
5. Language programs should start much earlier, be coordinated through elementary and secondary school, and be consistent with scientifically developed principles of language learning.

*Special Features*
/Bibliography/ -- 12 items

*Notes:*
Earlier study on sample population with French language instruction in elementary school ON00201

Related Records: ON00201

Other System: ED 014 243

ISBN 0-88881-013-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00212**

Toronto Board of Education. Research Dept.

**-- An Experimental Study of Television as a Medium of French Instruction.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 63 p. ( -- Report ; 15)

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Grades 7-8/
/Teaching aid/s: /book-tape method/ compared wtih /ETV/ -- Study regions: /Toronto/

## ABSTRACT

***Type of Study:***
**Experimental**

***Purpose:***
To examine relevance of 4 factors to learning of French by elementary school students; media of instruction (television films versus books plus /tape/ /recording/s of the same material); /program/ /length/ (two 30-minute periods a week versus 4 15-minute periods); grade level (grade 7 or 8); pupil characteristics (/sex/, /motivation/, /first language/).

***Sample:***
2,064 grade 7-8 students in 65 classes in 8 schools. Data collected January-May 1962.

***Methodology:***
Schools divided into 2 groups of 4 schools each. Groups matched for /socioeconomic/ /background/, /ethnic/ makeup, tested /intelligence/. One group (experimental) given French instruction via television program '/French Through Pictures/'. Other group (control) given same material via book-tape method. Half of each group received 4 15-minute periods a week while others received 2 30-minute periods. Each of these 4 subgroups consisted of an equal number of /grade 7/ and /grade 8/ students. Students participating in study volunteered for French instruction and represented 58% of total grades 7-8 population of schools. Sample about 53% female and 53% grade 8. All received about 30 minutes French instruction a week from an itinerant French teacher. Throughout study, students were administered /comprehension/ tests and filled out /attitude/ questionnaires. In May, subsample of 244 students given /Oral/ Proficiency Test. Tables; graphs; mean correlations; analyses of variance.

*Findings:*
1. University-oriented students did better than those with other goals, who did better than uncertain students. Students with a highly positive attitude to French or languages generally did better than indifferent students.
2. Students whose first language was neither French or English did better than born anglophones.
3. Overall on the three tests, students who had 30-minute classes did significantly better than those who had 15-minute classes; grade 8 students did significantly better than grade 7 students, the book group did significantly better than television group; /female/s did better than /male/s. However certain interactions between factors suggest caution in using these results.

*Special Features:*
/Bibliography/ -- 8 items

*Tests Included in Document:*
Self-made /questionnaire/; self-made French comprehension and oral proficiency tests

Other System: ED 014 242

ISBN 0-88881-014-8

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00213**

Toronto Board of Education. Research Dept.

**-- A Study of the Effects of an Acceleration Program in Toronto Secondary Schools.**

-- Toronto /Toronto Board of Education/. Research Dept., 1962. -- 45 p. ( -- Report ; 16)

## SUBJECT

/ACCELERATED/ /STUDENT/S. /Secondary school/s. /Toronto/
  /Academic achievement/ compared with that of non-accelerated students
  /Extracurricular/ /activities/ and /study/ /habit/s
  Selection and /program/s
/DROPOUT/S. Accelerated students. Secondary schools. Toronto
  Academic achievement and /family life/ compared with that of students finising the program

## ABSTRACT

*Type of Study:*
Comparative. Longitudinal

*Purpose:*
To examine criteria for selecting entrants to accelerated secondary school programs (AP); to compare performance on grades 12-13 examinations of AP students (AS) and a matched group of nonaccelerated students (NAS).

*Sample:*
431 AS and 431 NAS in 11 Toronto secondary schools; 361 of each group from 9 collegiates, the remainder from 2 /vocational/-/commercial/ schools. Data collected 1958-1962.

*Methodology:*
All schools had minimum age requirement of 13 years; choice of students and APs varied. After 2 years, NAS were matched with AS for sex, IQ, family situation, and performance on grades 8-9 examinations. By grade 13 all students were in the same grade taking the same examinations. Comparison of achievement based on number of scholarships won; and marks on teacher prepared grade 12 examinations, provincial grade 13 examinations, and standardized tests. Dropouts interviewed. All students polled on study habits, extracurricular activities, future plans, opinions of AP. /Parent/s polled for opinions.

*Findings:*
1. No significant differences between the two groups in grades 12 or 13 results, nor in scholarships won.
2. No significant differences in Advanced Reading Test scores. On other standardized tests, AS showed greater variability and did better than NAS on verbal sections.
3 2 from each group left school to work, a further 107 withdrew from AP. Withdrawal correlated with poor performance on grades 8-9 examinations, but not with IQ or home environment.
4 Successful AS spent more time studying and less on extracurricular activities than NAS; a higher percentage of AS planned to go to university.
5 Most successful AS and their parents had favourable opinions of AP.

*Conclusions*
1 Successful AS do as well or better than students in regular programs, but have to sacrifice extracurricular activities and subjects such as art and physical education
2 IQ is not a successful critierion for AP admission. work habits or motivation as measured by grades 8-9 performance might be better.
3 Teachers unsympathetic to AP should not be chosen to teach the program.

*Special Features:*
Bibliography -- 10 items

*Tests Used in Research but not Included in Document:*
/Scholastic Aptitude Test/, Ontario edition; /Canadian Algebra Test/, Ontario edition; /Canadian Latin Test/, Ontario edition. /Canadian Test for World Histor/y. Ontario edition

*Notes:*
Journal article /Adler, Marilynne J./ ; /Pass, L.E./ ; /Wright, Edgar N./. -- 'A Study of the Effects of an Acceleration Programme in Toronto Secondary Schools.' -- Ontario Journal of Educational Research, 6 (no. 1 Autumn 1963) 1-22.

ISBN 0-88881-015-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00214**

Toronto Board of Education. Research Dept.

**-- Aptitude Testing : A Critical Examination of the Differential Aptitude Tests, Alternate Batteries, and Problems in Prediction.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1963. -- 18 p. ( -- Report ; 17)

## SUBJECT

/ACADEMIC/ /ABILITY/. /Student/s. Schools
  /Standardized test/s. /Evaluation/
  Standardized tests: Differential Aptitude Tests. Evaluation
/ACADEMIC ACHIEVEMENT/. Students. Schools
  /Prediction/. Application of standardized tests

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Methodology:*

A variety of multifactor aptitude tests and aptitude batteries are briefly reviewed and assessed, with particular attention given to the Differential Aptitude Test (DAT). Data from manuals and related studies.

*Findings:*

1. A good aptitude test seemed to require measures of both abilities (specific, and perhaps IQ) and /interest/s. At least one researcher (/Anderson, Rose G./) maintained that /personality/ must also be included to take into account such factors as: character, resourcefulness, initiative, and level of /aspiration/.
2. Although certain interest-ability correlations recurred with significant frequency in such tests as DAT, Kuder-Vocational and Kuder-Personal, these patterns were not sufficiently clear to indicate that either interest or ability tests should be abandoned.
3. The student's personality, /motivation/, etc., accounted for a great deal of variability in testing and predicting success, regardless of the quality of the aptitude test.

*Conclusions:*

1. While aptitude tests have proven useful in predicting general scholastic aptitudes, they are not as successful in predicting /technical/ aptitudes. Mechanical and clerical tests are not very successful.
2. A test's usefulness is limited by the adequacy of its manual. Although the DAT manual is adequate, manuals frequently lack adequate norms, their source, and appropriate validity and reliability data.
3. Since none of the present multifactor aptitude tests will adequately differentiate aptitudes, the use of other tests and information will be needed for /guidance/, particularly regarding student motivation.

*Special Features:*

/Bibliography/ -- 18 items

*Tests Used in Research but not Included in Document:*

/Differential Aptitude Test/s; /Flanagan Aptitude Classifica/tion Tests; /Holzinger-Crowder Uni- Factor/ Tests; /Employee Aptitude Survey/; /Revised Minnesota Paper Form/ Board Test; /Minnesota Clerical Test/; /Turse Clerical Aptitudes Test/; /Kuder Preference Record/

Other System: ED 068 487

ISBN 0-88881-016-4

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00215**

Adler, Marilynne J.

**-- Some Implications of the Theories of Jean Piaget and J.S. Bruner for Education.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1963. -- 43 p. ( -- Report ; 18)

SUBJECT

/STUDENT/S. Schools
/Cognitive/ /development/. Theories of /Bruner, Jerome S./ and /Piaget, Jean/. Implications for education

ABSTRACT

*Type of Study:*
Theoretical

*Methodology:*
The results of a number of previous studies are discussed and suggestions for implementing the theories of Piaget and Bruner are developed.

*Findings:*
1. The Piaget findings suggest that cognitive development proceeds in stages; none of the stages can be skipped, although some people go through a stage earlier or more quickly than others.
2. Bruner suggests three cognitive stages: active, iconic, and symbolic, which roughly correspond to Piaget's pre-operational, concrete, and formal stages.
3. At Bruner's active stage, perceived objects are understood in terms of the actions associated with them; at the iconic stage /learning/ is aided by /perceptual/ imagery, although it is strongly influenced by motives or /attitude/s; while at the symobolic stage, the student is capable of abstract, formal /reasoning/.
4. Bruner cautions that these stages are not entirely separate. The different approaches to learning represented by each stage are retained by the person who has learned higher stages. These approaches continue to interact in the adult.

*Conclusions:*
1. The stages of /maturation/ imply that students become ready for certain concepts at a given age. Some students mature faster than others and testing cold be used to establish a student's level instead of merely relying on /age/ as the only criterion.
2. Bruner's concept of self-development as the guiding principle of education indicates that teachers must become skilled at the art of intellectual temptation, to induce the student to learn by discovery or exploration. Students need a /curriculum/ that creates the condition of readiness.
3. Bruner's idea of the spiral curriculum -- the reinterpretation of the same topic in different ways so that teaching techniques correspond to the learning skills of the student as he matures -- is a powerful basis for the implementation of the growing body of theory on learning stages.

*Special Features:*
/Bibliography/ -- 45 items

*Notes:*
Journal article by same title in Canadian Education and Research Digest, 4 (1964) 291-305; also 'Jean Piaget, School Organization, and Instruction,' -- Principals' Journal 6 (no. 1 November 1965) 32-51; 'Some Educational Implications of the Theories of Jean Piaget and J.S. Bruner,' -- Education (New Zealand) (May 1966) 7-17.

Other System ED 065 344

ISBN 0-88881-017-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT  
Wright, Edgar N.  
-- **Examinations, Marks, Grades and Scales : A Working Paper.**  
-- Toronto : /Toronto Board of Education/, Research Dept., 1963. -- 13 p. ( -- Report ; 19)

**ON00216**

SUBJECT

/TEST/S. /Student/s. Schools  
/Mark/s. /Scaling/

ABSTRACT

*Type of Study:*  
Comparative; Methodological

*Purpose:*  
To explore the validity of the kinds of comparisons which grading systems generate.

*Methodology:*  
Discussion of various testing and scaling methods; some references to earlier studies; graphs.

*Conclusions:*  
1. A normal (bell shaped curve) distribution of scores is likely only when large groups are involved.  
2. Student equivalence cannot be assumed between groups. Any attempt to use the same scale of transformation for marks in every school in a system would require that a different failing score be developed for each school.  
3. Scaling is very time comsuming but is useful in comparing a student's standing in one subject to his-her standing in another and in comparisons between large groups.  
4. Mean scores can be more important than median scores in assessing a large group. Median scores can be more useful in comparing smaller groups or comparing an individual to a group.

*Special Features:*  
/Bibliography/ --2 items

*Notes:*  
Journal article: Wright, Edgar N. -- 'Examinations, Marks, Grades and Scales : A Working Paper.' -- The Bulletin (OSSTF), 43 (no. 4) 245-246, 289-292.

Other System: ED 068 486

ISBN 0-88881-018-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00217**

Toronto Board of Education. Research Dept.

**-- Study of Achievement : Information Bulletin No. 1.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1963. -- 7 p. ( -- Report ; 20) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Kindergarten/

/Academic achievement/ and /reading readiness/. Effects of /junior kindergarten/

Academic achievement and reading readiness related to /sex/ and /socioeconomic/ /status/

## ABSTRACT

*Type of Study:*

Longitudinal; Comparative

*Purpose:*

To provide feedback to participating teachers by evaluating the effect of junior kindergarten (JK) attendance on student achievement and development and by examining the nature of the world of JK and senior kindergarten (SK) students.

*Sample:*

All 8,695 /Toronto/ SK students. Subsample from 5 Toronto elementary schools used to compare different socioeconomic levels; about half of subsample had JK experience. 575 of subsample were administered Dominion Reading Readiness Test. Data collected fall 1961.

*Methodology:*

Throughout the students' school careers, demographic and biographic information will be updated, the Draw-A-Classrom (DAC) and other tests will be administered periodically, Teacher Rating Questionnaires (TRQ) will be administered, and parents will be interviewed. For present report, DAC and Dominion Reading Readiness Test were administered to subsample, TRQ administered. Results compared according to sex, socioeconomic status and JK attendance.

*Findings:*

1. TRQ showed that JK attendance, background in English, and socioeconomic status were related to high and low scores.
2. Students with JK experience used more colour to differentiate parts of objects, drew more groups of people in activity, and used more detail.
3. Female students outscored males in all TRQ categories except /language/.
4. TRQ correlated well with reading readiness scores.

*Tests Used in Research but not Included in Document:*

/Draw-A-Classroom Test/; /Dominion Reading Readiness/ Test; /Teachers' Rating Questionnaire/

*Notes:*

1. Preliminary report. Findings modified by more sophisticated analysis.
2. Scoring procedure for Draw-A-Classroom Test was not prepared at time of study.
3. For other studies in Longitudinal study of achievement series, see notes 2 and 3 ON00231.
4. Journal article: /Wright, Edgar N./ -- 'The Study of Achievement.' -- Association for Research in Growth Relationships Journal, (April 1964)

Related Records: ON00231

Other System: ED 017 323

ISBN 0-88881-014-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00218**

Toronto Board of Education. Research Dept.
-- **Gifted Underachievers : A Follow-up Study of Four Types of Treatment.**
-- Toronto /Toronto Board of Education/, Research Dept., 1963. -- 15 p. ( -- Report ; 21)

## SUBJECT

/GIFTED/ /UNDERACHIEVER/s. /Elementary school/s. /Toronto/
/Academic achievement/ (Metropolitan Achievement Test) and /psychological/ /adjustment/ (California Test of Personality). Methods of improvement

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To follow-up which of four methods of treatment best improved the academic achievement and psychological adjustment of gifted underachievers.

*Sample:*
36 /grades 5-7/ gifted underachievers who had participated in a previous study while in grades 4-6. Data for previous study collected fall 1961 to spring 1962; data for followup collected spring 1963.

*Methodology:*
In the first study, 10 students (/Human Relations/ Group) had group sessions, discussing feelings and interpersonal relations; 11 students (Academic Group) had group sessions, discussing scientific and related topics; 8 students were in an Individually Counselled Group; 7 students in the Control Group received no special treatment. Metropolitan Achievement Test and the California Test of Personality were administered in fall 1961, spring 1962, and spring 1963. Analyses of variance by Walker-Lev rank analysis; tables, F ratio; means.

*Findings:*
By the third testing the students in the Human Relations Group and Academic Group had pulled ahead of the other two groups, academically and psychologically.

*Conclusions:*
Group directed discussions would be the most beneficial procedure for helping gifted underachievers. The academic gains would be more modest and more gradual than the psychological gains.

*Special Features:*
/Bibliography/ -- 2 items

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/; /California Test of Personality/

*Notes:*
This report is a follow-up of the students and program in ON00323.

Related Records: ON00323

ISBN 0-88881-020-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00219**

Donald, Janet Gail
**-- Sex Differences.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1964. -- 47 p. ( -- Report ; 22)

## SUBJECT

/SEX DIFFERENCE/S. /Female/s and /male/s
related to /academic achievement/, /intelligence/, /physical/ /characteristic/s, physical /development/, and /psychological/ characteristics
related to /education/ and /sociocultural/ patterns

## ABSTRACT

*Type of Study:*
Literature Review

*Purpose:*
To analyze biologically and-or culturally induced sex differences (in /ability/, /behaviour/, /career/ /choice/, /personality/, etc.) and their implications for education.

*Methodology:*
Literature discussed in five sections: biological differences; sociocultural differences; sex differences in abilities; sex differences in personality; and the effect of sex differences on education.

*Findings:*

1. Biologically, males (except from age 11-14 approximately) were somewhat heavier and taller, and had more energy with a larger oxygen consumption per unit of weight than females. Females, however, /mature/d physically and sexually 1-2 years earlier than males and tended to be less tense than males.
2. Given the wide overlap in differences between the sexes, these differences should best be looked upon and treated as /individual difference/s. Many of the differences were the result more specifically of the rates of maturation of the sexes rather than of sex itself.
3. North American females may have been placed in a more difficult and confusing position than males in that they were required to learn two roles, 'one of mature /independence/, and the other of female dependence; whereas males learn one integrated role of independence.'
4. Sex differences were largely dependent on cultural roles, but could be affected by class changes in society, technological change, or other change, such as war.
5. Sexually segregated classes, different school entering ages, or radically different curricula would not have been helpful. Some differences, such as males' higher energy level, or females' faster maturation, must be considered in the planning of the curriculum.
6. No difference in general mental ability was related to sex, but some specific /skill/ differences developed in school, such as /language/ skills or /mathematics/ skills were.

*Special Features:*
/Bibliography/ -- 96 items

ISBN 0-88881-021-0

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00220**

Toronto Board of Education. Research Dept.

**-- Study of Achievement : An Outline of a Longitudinal Study from Junior Kindergarten through the Elementary Grades.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1964. -- 8 p. ( -- Report ; 23) (/Longitudinal study of achieve/ment)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s
/Research/ -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To inform other researchers about an ongoing study and the nature of the data being collected.

*Sample:*
1,486 /junior kindergarten/ (JK) students in 1960-61; 2,425 /kindergarten/ (SK) students from a district which had some JK students; 4,784 SK students from areas where no students had JK experience locally. Toronto students only. 77.6% of sample remaining by late 1963 (grade 2). Data collected from 1960 to 1964.

*Methodology:*
Battery of tests was used and repeated. Self-made and ready-made tests. Background information.

*Tests Used in Research but not Included in Document:*
/Draw-A-Classroom Test/; /Metropolitan Achievement Test/s; /Otis Quick-Scoring Mental Abil/ity Tests; /Teachers' Rating Questionnaire/; /Torrance Tests of Creative/ Thinking

*Notes:*
1. Early report in series. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.
2. Journal article: /Wright, Edgar N./ -- 'The Study of Achievement.' -- Association for Research in Growth Relationships Journal, (April 1964)

Related Records: ON00231

Other System: ED 022 811

ISBN 0-88881-022-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00221**

Toronto Board of Education. Research Dept.
-- **A Health Interest Survey of Students in Toronto Board of Education Schools.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1964. -- 92 p. ( -- Report ; 24)

## SUBJECT

/HEALTH EDUCATION/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s. /Toronto/ related to /student/ /interest/s compared by /sex/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare student /health/ interests in Toronto and /Denver/, by /age/ and sex, as a possible guide to curriculum changes.

*Sample:*
739 /grade 7/ and 764 /grade 8/ students from 8 representative elementary schools; 686 /grade 9/ and 653 /grade 10/ students from 7 representative secondary schools (n = 2,842). Sample was 53% /female/. Toronto data collected late in 1962; Denver data collected in 1958.

*Methodology:*
Denver questionnaire modified for Toronto. Sample included classes selected from commercial, technical, and academic schools. Students indicated Great Interest, Some Interest, or No Interest in each of 67 items. Consistency was tested. Tables, graphs; percentages; rank order.

*Findings:*
1. Toronto /male/s and females in every grade had similar interests in approximately 50% of the top 15 items in the questionnaire, although the percentage of male interest (57%) was considerably lower than that for females (65%). Peak interest subjects varied with /grade level/ and age. Males were consistently more interested in /exercise/, /physiology/, and /ecology/. The female sample was consistently more interested in /appearance/ and personal /hygiene/, /emotional/ /problem/s, and /social/ issues.
2. Toronto female students showed greatest interest in /cancer/, skin care, care of hair, good grooming, and personality improvement; male students were most interested in cancer, /heart disease/, and /survival/ in natural or atomic disasters.
3. Peak health interests in Toronto (1962) varied little from those of students in Denver (1958). /Personality/ improvement, growth in popularity, care of hair, dating, and good grooming appeared in the top ten items at most grade levels in both Denver and Toronto.

*Conclusions:*
1. Curriculum planners should design checklists of health interests by year and degree of interest for the use of teachers in program preparation.
2. Within each health topic, flexibility of treatment according to degree of student interest should be provided for.
3. The U.S. 'School Health Education Study' (1964) should be used in connection with planning a health curriculum for Toronto schools.

*Special Features:*
1. /Bibliography/ -- 5 items
2. Detailed findings in Appendix (C-G)

*Tests Included in Document:*
Self-made /questionnaire/

ISBN 0-88881-023-7

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00222**

Toronto Board of Education. Research Dept.
-- **Group Work with Adolescent Female Students : A Pilot Project.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1964. -- 33 p. ( -- Report ; 25)

### SUBJECT

/GROUP/ /COUNSELLING/. /Female/ /emotionally disturbed/ /student/s. /Vocational school/s
Effects on /attitude/s and /behaviour/ -- Study regions: /Toronto/ -- Study examples: /Eastdale Vocational School/

### ABSTRACT

*Type of Study:*
Pilot

*Purpose:*
To evaluate a program of inschool group discussions between a psychologist and disturbed female students designed to effect positive changes in behaviour.

*Sample:*
36 female students from Eastdale Vocational School, ages 12-16, who had behaviour problems. Data collected fall 1963.

*Methodology:*
Self-made rating scale of student behaviour and attitude, administered twice to the teachers. The sample was randomly divided into control and experimental groups. The latter had group discussions, films, individual sessions, and special meetings with students' parents. Tables; t-tests; standard deviations.

*Findings:*
1. For items 1-13, the mean rating on a 7 point-scale for the experimental group fell from 3.83 to 3.49, while the control mean fell from 3.74 to 3.41 over the two and one-half month experimental period. Item 14 (rate of learning) was unusable.
2. There was only one significant difference between the two groups: the experimental group showed better grooming after the experiment. The trend was negative (towards worse behaviour and attitudes) for both control and experimental groups.

*Conclusions:*
1. The experimental group showed no measurable change in the students as perceived by their teachers. The time interval between ratings may have been too short: reasearch indicates that significant change can be detected only after a period of from 6 months to 1 year.
2. Although the two groups remained indistinguishable, significant but negative changes in teachers' ratings occurred within both groups. The causes of this lower rating were not clear: initial ratings may have been too high, or teachers' perceptions of behaviour may have changed during their weekly sessions.

*Special Features:*
Bibliography -- 2 items

*Tests Included in Document:*
Self-made /questionnaire/

ISBN 0-88881-024-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00223

Toronto Board of Education. Research Dept.

**-- A Comparison of WISC and OSA in Assessing the Intelligence of Immigrant Children of Non- English Speaking Background.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1964. -- 14 p. ( -- Report ; 26)

## SUBJECT

/NON-ENGLISH SPEAKING/ /STUDENT/S. /Elementary school/s
/IQ/. /Test/s: Ontario School Ability Examination compared with Wechsler Intelligence Scale for Children -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Comparative; Experimental; Pilot

*Sample:*

25 non-English speaking (NES) students, ages 5-13, who entered Canada since 1959 from 8 European countries and China. 25 English speaking (ES) students, ages 6-13. Mean grade level for NES was 3.2, for ES, 4.3. Matched by sex.

*Methodology:*

Critical description of the Wechsler Intelligence Scale for Children (WISC) and the Ontario School Ability Examination (OSA). Students given both tests, with correction made for possible 'practice effect'. Tables; means; t tests; correlations; standard deviations.

*Findings:*

1. ES group scored insignificantly higher on both tests; however, the older 12 ES students scored significantly higher than the older 12 NES students on both tests, on the average (.01 level).
2. Correlations between OSA and WISC scores were insignificantly different (.05 level), except in the cases of the younger 12 students and the total NES group.

*Conclusions:*

1. Since the tests do not tap the same areas of /intelligence/, scores of one should not be used interchangeably with the other.
2. The study found no clear advantage for either test. It is suggested that a larger sample be used to test OSA and WISC in predicting /academic achievement/ before deciding on the relative advantages of each test.

*Special Features:*

/Bibliography/ -- 7 items

*Tests Used in Research but not Included in Document:*

/Ontario School Abilities Exam/; /Wechsler Intelligence Scale/ for Children

Other System: ED 022 526

ISBN 0-88881-025-3

Availability MF - $0 50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00224**

**Toronto Board of Education. Research Dept.**

**-- Study of Achievement : Report on Population Study of Junior and Senior Kindergarten Pupils, 1960-61 and 1961-62.**

**-- Toronto : /Toronto Board of Education/, Research Dept., 1965. -- 74 p. ( -- Report ; 27) (/Longitudinal study of achieve/ment)**

## SUBJECT

/JUNIOR KINDERGARTEN/ /STUDENT/S. /Toronto/

/Birthplace/, /family/, /first language/s, /religion/, and /socioeconomic//characteristic/s compared with those of /kindergarten/ students

/ACADEMIC ACHIEVEMENT/. Kindergarten students. Toronto

related to /attendance/ at junior kindergartens, birthplace, family, first languages, religion, and socioeconomic characteristics

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Purpose:*

To focus on population factors that need to be considered when investigating academic achievement, with special reference to attendance or nonattendance at junior kindergarten.

*Sample:*

8,695 senior kindergarten (SK) students in Toronto in 1961-62, of whom 1,486 had been junior kindergarten (JK) students in 1960-61. Sample represented 93% of all JK students in Toronto at time of study. From 1960-62, when data were collected, JK was not available in all schools, and there were limited spaces in most other schools. Various ethnic groups were represented in this population.

*Methodology:*

Data collected from Pupil Profile Folders regarding family, socioeconomic and /cultural/ /background/, school /experience/, and academic achievement. Tables; percentages; tests of significance.

*Findings:*

1. Families ranged in size from 2-12 members, about 50% in 5-7 range. JK students had a significantly larger proportion of /sibling/s of both sexes.
2. Fathers of JK students were more likely to be executives, administrative personnel or skilled workers, SK fathers to be semiskilled employees or clerical-sales workers.
3. JK families were more likely to be Protestant or Jewish, SK families to be Catholic.
4. JK students were more likely to have been born in Canada, SK students in Italy.
5. JK students were more likely to speak only English, SK students to speak two languages.

*Conclusions*

1. Age of student, older siblings, father's educational and /occupational/ level, and languages spoken are the main factors to be considered when investigating academic achievement of students with or without JK experience.
2. Any differences in achievement cannot be attributed to JK experience alone without a careful matching of subsamples.
3. Overall, the SK population was one with widespread cultural diversity; there was a heavy weighting of students with working class families and low socioeconomic backgrounds.
4. Teachers and students should examine together the types of past learning students bring to their present problem solving situations.
5. The types of students who, potentially, could make the greatest gains from an earlier school experience tended to be underrepresented in the JK of 1960-61.

*Special Features:*

/Bibliography/ -- 8 items

*Tests Included in Document:*

/Pupil Profile Folder/ (standardized), p. 62

*Notes:*

1. Incorporates findings from ON00202.
2. Complemented by ON00225.
3. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.

Related Records: ON00202; ON00225; ON00231

Other System: ED 017 321

ISBN 0-88881-0[illegible]-1

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00225**

Toronto Board of Education. Research Dept.

-- **Study of Achievement : Junior Kindergarten, Who is Served and Who Goes.**

Toronto /Toronto Board of Education/, Research Dept., 1965. -- 31 p. ( -- Report ; 28) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /KINDERGARTEN/. /Toronto/

/Ethnic/ /background/, /first language/, and /socioeconomic/ /characteristic/s related to /junior kindergarten/ attendance

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To determine which families, by population characteristics, have junior kindergarten (JK) classes available to them and which parents are actually using them for their students.

*Sample:*

8,594 students in senior kindergarten in 1961-62, of whom 4,755 attended schools with no JK facilities and 3,839 attended schools with JK; of the latter, 1,398 actually attended JK. Data collected 1960-1962.

*Methodology:*

Cultural, socioeconomic, and familial characteristics of three subpopulations studied. Graphs; tables, significance at or beyond .01 level.

*Findings:*

1. Fewer Canadian born students attended JK than students from other ethnic backgrounds, but, where facilities were available, English speaking parents were more likely than non-English speaking parents to send their students to JK.
2. JK is most available in areas characterized by low socioeconomic and educational levels of population.
3. The background of those actually enrolled in JK more closely resembles the middle class population which does not have JK facilities available.

*Conclusions:*

1. JK is not benefitting the population for which it was intended, namely, the /immigrant/ students who would benefit from an extra year of English and students from lower socioeconomic backgrounds.
2. It is necessary to devise methods of inducing parents of children to whom JK would be especially beneficial to send them to JK.

*Notes:*

1. Intended to complement the extensive analysis of the senior kindergarten population, ON00224.
2. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.

Related Records ON00224 ON00231

Other System ED 017 322

ISBN 0-88881-027-x

Availability MF $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00226**

Toronto Board of Education. Research Dept.

**-- Immigrants and Their Education.**

- Toronto /Toronto Board of Education/, Research Dept., 1965. -- 17 p. ( -- Report ; 29)

## SUBJECT

/IMMIGRANT/S. /Student/s. Schools. /Toronto/
/Adjustment/ /problem/s
/NON-ENGLISH SPEAKING/ STUDENTS. /Elementary school/s and /secondary school/s. Toronto
Immigrants /Curriculum/ subjects /English/ /language/ /Program/s : /special/ /class/es and /withdrawal/ classes

## ABSTRACT

*Type of Study*

Discursive

*Purpose*

To assess the problems of immigrants in the school system and discuss ways of helping and understanding these students.

*Sample*

All Toronto schools

*Methodology*

Discussion of data drawn from Longitudinal Study of Achievement and other Toronto studies, interviews with immigrant students, and teacher reports. Data collected May 1965

*Findings:*

1. The major problems of immigrant students were: the cultural transition, the language barrier, and the difficulty of fair assessment of the immigrant student.
2. Over two-thirds of Toronto schools had no special classes for New Canadians.
3. The number of students provided for by any special class was less than half the total of non-English immigrants in the preceding ten and one-half months.
4. A full-time English program was provided for only 73 pupils; 836 students were in withdrawal classes for periods ranging from one-half hour to (rarely) five or eight and three- quarter hours per week.
5. Most students with little or no English were in the /primary grade/s; there were less than half as many students with limited English admitted to secondary schools as there were similar students in grades 7-8.

*Conclusions*

1. Curriculum planners should use a /multicultural/ approach: the immigrant's culture should be respected and used as a source of enrichment in the classroom.
2. Oral-aural approach to teaching of English is recommended.
3. Ethnic community should be meaningfully involved in the educational process.
4. Immigrant students should not be assessed by the standards of their English speaking counterparts until they have made sufficient social and language adjustments.

*Special Features:*

/Bibliography/ -- 15 items

Other System ED 067 934

ISBN 0-88881-028-8

Availability MF $0.50. HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00227

Toronto Board of Education. Research Dept.

**– Observation of Children's Difficulties in Learning to Read Using (a) Traditional Orthography and (b) The Initial Teaching Alphabet.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1965. -- 78 p. ( -- Report ; 30)

## SUBJECT

/READING/. /Curriculum/ subjects. /Student/s with /reading disability/. /Grade 1/
Teaching. Application of /initial teaching alphabet/ compared with /traditional/ orthography

## ABSTRACT

*Type of Study:*
Pilot; Descriptive

*Sample:*
All students (n = 39), in 2 /kindergarten primary/ (KP) classes (classes specially designed for children expected to have problems in regular grade 1) in 2 downtown Toronto schools. Age range 5.5-8 years. Data collected 1963-65.

*Methodology:*
20 students in one KP taught by initial teaching alphabet (ITA); the other 19 by traditional orthographic (TO) method. Trained observer in classroom minimum of 8 hours weekly. Samples of reading and skill measurements collected. Conferences with teachers; informal interviews with students to evaluate /aural/ /comprehension/ and curiosity towards /learning/. Analysis of initial difficulties; reading difficulties of both ITA and TO students informally catalogued. Teaching strategy patterned to known needs of children; compensation made for /culturally disadvantaged/ and /ethnic/ /background/s and /perceptual/ difficulties.

*Findings:*
1. Repetition helped TO children develop greater skill in observing small differences.
2. Minimal complexity and great reliability of ITA combined with industry and enthusiasm of teacher awakened in ITA children a curiosity towards outside world.
3. Initial reading easier for ITA than for TO children; ITA did not appear to remedy problems of words of like configuration.
4. In second year fluency in speech and writing ability improved; retention of auditory discrimination eliminated many initial reading problems; consistent pattern of ITA made it easier to retain new words and phrases. Transition easier in reading than in /writing/ or /spelling/.
5. Progress in reading for ITA children satisfactory over the two-year period.
6. Slower pace and more individualized attention of KP an advantage for general development.

*Conclusions:*
1. Consistency of ITA makes it easier for listening and speaking vocabulary to become reading vocabulary. Retention of /interest/ may be a function of ITA.
2. Children will make easy transfer to TO only if they experience a great deal of reading.
3. Children with less ability tend to retain ITA print longer but need continued instruction in transitional writing. Adequate time must be provided for transition.
4. Control and development of program should be in the hands of an authority such as the Language Study Centre.

*Special Features:*
1. /Classroom/ /observation/ of reading problems recorded in detail.
2. /Bibliography/ -- 17 items

*Tests Included in Document:*
Oral self-made /questionnaire/

*Notes:*
Journal article: /Lewis, Coreen M./ -- 'Observations of Children's Difficulties in Learning to Read Using Traditional Orthography and the Initial Teaching Alphabet'. -- Ontario Journal of Educational Research, 9 (no. 2, Winter 1966-67) 125-137.

Other System: ED 064 684

ISBN 0-88881-029-6

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00228**

Toronto Board of Education. Research Dept.

**-- C.E.E.B. and S.A.T.O. : Their Relationship.**

-- Toronto /Toronto Board of Education/, Research Dept., 1966. -- 7 p. ( -- Report ; 31)

## SUBJECT

/STANDARDIZED TEST/S. /Academic/ /ability/. /Grade 13/ /student/s

College Entrance Examination Board Scholastic Aptitude Test compared with Scholastic Aptitude Test, Ontario edition -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Methodological; Comparative

*Purpose:*

To compare the scores of grade 13 students on the College Entrance Examination Board Scholastic Aptitude Test (CEEB) and the Scholastic Aptitude Test of Ontario (SATO).

*Sample:*

394 grade 13 students from Toronto schools subdivided as follows: /arts and science/ students from three selected secondary schools (n = 282); all grade 13 technical and business students who wrote SATO in 1965 (n = 82); some grade 13 students in /technical/ and /commercial/ courses who wrote SATO two or more years prior to 1966(n = 30). Data collected during school year 1965-66.

*Methodology:*

Data obtained from school records. Tables of means, standard deviations, correlations.

*Findings:*

1. /Verbal/ SATO scores and verbal CEEB scores show a relationship as high as that found between parallel forms of a single test. The relationship is somewhat weaker in /mathematics/.

2. The technical and commercial students' scores are slightly lower than those of the arts and science students on the verbal subtests, but not on the mathematics subtests.

*Conclusions.*

1. One-year-old SATO scores would have provided a very similar ordering of students to that provided by CEEB scores.

2. The relationship between the test scores and university results should be studied.

*Tests Used in Research but not Included in Document:*

/College Entrance Examination/ Board Scholastic Aptitude Test; /Scholastic Aptitude Test/, Ontario Edition

Other System ED 079 318

ISBN 0-88881-030

Availability MF $0 50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00229**

Skene, Dora L.
**-- The 'Culturally Deprived' in School and Society : Selected Approaches.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 91 p. ( -- Report ; 32)

SUBJECT

/CULTURALLY DISADVANTAGED/ /STUDENT/S. Schools
/Identification/, /teaching/, and /test/s -- /Literature review/s

ANNOTATION

The report presents a series of interrelated papers designed to be useful to teachers for further reading, study, and planning. The selective review of the literature focuses on three questions: (1) Who are the culturally deprived? (2) How may culturally handicapped children be identified? and (3) What are the preliminary steps to /compensatory/ classroom practice?

Considering whether there is such a thing as a culture of /poverty/, Skene draws on Herzog, Lewis, Porter, Orshansky, Mackler and Geddings, Hausknecht, and various Canadian government and organizational sources. She concludes that low-income groups derive from a great variety of /cultural/ /background/s, and it is only the reaction of the middle class to label them as culturally deprived. She suggests that when educators begin to view them as culturally different, the vision required to enrich educational values, goals, and curriculum research can be attained.

To identify the culturally handicapped child, Skene cites the findings of Wiltse, Lueptow, Mingoia, Glatt, Wortis, and Lupton who are inclined to take a positive point of view of the socializing factors acting upon children. These findings are contrasted with those of Herzog, Hatt, Epstein, Esbell, Deutsch, Hunt, and Black who view pessimistically the dearth of preparation poor children bring to the school experience. A summation of characteristics tending to have a negative effect on learning is presented by quotations from Riessman, Davis, Deutsch, Ausubel, Mortimore, Webster, and others.

For possible compensatory classroom practices, Skene draws largely on the work of Riessman, Deutsch, Eisenberg, Broudy, Davis, and Havinghurst. She focusses on the problem of the school as an arena of failure (Grambs, Chesler, Becker, Shaffer, and Steinberg) and contrasts the approaches of such educators as Friedman, Goodman, and Neill. From these works and others, notably by Olsen, she suggests causes of and remedies for /verbal/ impoverishment and discusses factors that should be considered when testing the disadvantaged child (Yourman, Deutsch and Brown, Dyer, Anastasi, and Lennon).

She concludes with a plea for special training for teachers of the disadvantaged, citing the practices and approaches of Knapp, Silberman, Goldberg, Tallakson, Shaffer, Koester, Montagu, McWilliams, and others, emphasizing that this very difficult field should not be the testing ground for the inexperienced teachers. /Bibliography/, pp. 82-91.

ISBN 0-88881-031-8

Availability MF - $1.00 HC $3.00 from the Ontario Government Bookstore and OISE Publication Sales; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00230**

Palmer, Judith A.

-- **Pre-School Education Pros and Cons : A Survey of 'Pre-School' Education with Emphasis on Research Past, Present and Future.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 23 p. ( -- Report ; 33) (/Longitudinal study of achieve/ment)

## SUBJECT

/PRESCHOOL/ EDUCATION

-- Study regions: /Canada/, /England/, /Nigeria/, /Norway/, /U.S.A./, and /U.S.S.R./

/STUDENT/S. /Elementary school/s

/Academic achievement/ and /mental/ /development/. Effects of /junior kindergarten/ and /nursery school/s

## ABSTRACT

*Type of Study:*

Research review; Discursive

*Purpose:*

To summarize the present status of preschool education and review pertinent research.

*Methodology:*

Systematic review of previous research, pointing out inadequacies and deficiencies.

*Findings:*

I. Period covered in review: 1925-1965.

2. England, Nigeria, Norway, the USSR, Canada, and the United States have varying forms of preschool education. Emphasis in the latter two countries is on the needs of /culturally disadvantaged/ students.

3. Bloom and Burks maintain respectively that 17% of educational growth occurs from ages 4-6, and self-security, interest, activity, and motivation are high during this stage.

4. Early studies (Wooley; Barret and Koch; Wellman) reporting beneficial results of preschool on mental development were contradicted by somewhat later researchers (Hildreth; Goodenough; Voas; Olson and Hughes).

5. More recent researchers (Angell; Messenger; Moustakas) reported more favourably on the nursery as an important agent in student development.

6. Achievement tests generally demonstrated higher scores made by students with junior kindergarten (JK) experience (Fast; Gill, Skeels, Research Dept., Toronto Board of Education), but other researchers administering tests (Lamson; Peterson; McFarland) either found no significant differences or the scores favoured nonnursery students.

*Conclusions*

I. Benefits from JK have not been shown conclusively in research reviewed and further research is urgently needed.

2. Difficulty in finding suitable /testing/ instruments for young students is considered a major obstacle.

3. Many studies also lacked suitably matched control groups.

4. Both home and school environments (e.g., some preschool programs are university nursery schools) may have a significant effect on students' school success.

*Special Features:*

/Bibliography/, pp. 19-23.

*Notes:*

I. Literature review for Longitudinal study of achievement series. Further literature reviews: ON00235, ON00279

2. For studies in series see notes 2 and 3, ON00231

Related Records: ON00231; ON00235; ON00279

Other System: ED 016 525

ISBN 0-88881-032-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00231**

Palmer, Judith A.

**-- The Effects of Junior Kindergarten on Achievement : The First Five Years.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 102 p. in various pagings. ( -- Report ; 34)(/Longitudinal study of achieve/ment)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s. /Toronto/
Effects of /junior kindergarten/ attendance -- Sample population: /K-grade 3/ students

## ABSTRACT

*Type of Study:*
Comparative; Longitudinal

*Sample:*
All senior kindergarten (SK) students (n = 8,695) in Toronto in 1961; 1,486 of whom had been in JK in 1960. Data collected 1960-1965.

*Methodology:*
Data collected from Pupil Profile Folder, self-made and standardized tests. Tables; graphs; significance tests.

*Findings:*
1. Students most likely to attain higher academic achievement because of JK spoke English, with both parents having attended but not graduated from secondary school, and fathers employed at skilled manual labour.
2. By grade 3, initial advantage over non-JK students disappeared.
3. JK classes established for the culturally deprived were attended by large numbers of English speaking, middle class students who were probably adequately prepared for SK without JK training.

*Conclusions:*
1. Uniform effects from a JK program cannot be expected across different socioeconomic groups; middle class students need not be excluded.
2. For lasting effect, primary school program should build on JK experience.
3. Home factors, e.g., parents' values and attitudes to education, have a definite effect on academic achievement.

*Special Features:*
/Bibliography/ -- 15 items

*Tests Used in Research but not Included in Document:*
Pupil Profile Folder (Kindergarten); /Teachers' Rating Questionnaire/ (K-grade 3); /Draw-A- Classroom Test/ (JK-grade 3); /Metropolitan Achievement Test/ (grades 1-3); /Otis Quick-Scoring Mental Abil/ity Tests, Alpha short form (grade 2)

*Notes*
1 Includes Report 34a as an Appendix.
2 First major report in Longitudinal Study of Achievement series, preliminary reports: ON00202, ON00217, ON00220; early reports ON00224, ON00225, ON00224 incorporates findings from ON00202; later reports: ON00274, ON00275, ON00277, ON00278, ON00283, ON00289, ON00306; literature reviews: ON00230, ON00235, ON00279.
3 Two instruments were developed for the study: Draw-A-Classroom Test (DAC) and Teachers' Rating Questionnaire (TRQ). Reports ON00232, ON00233, ON00270 describe DAC and findings based on it. Reports ON00247, ON00252, ON00253 evolved from observations of DAC test scores. Literature reviews for DAC: ON00239, ON00241. Reports ON00315, ON00316, ON00317 discuss TRQ.

Related Records: ON00202; ON00217; ON00220; ON00224; ON00225; ON00230; ON00232; ON00233; ON00241; ON00247; ON00252; ON00253; ON00259; ON00270; ON00274; ON00275; ON00277; ON00278; ON00279; ON00283; ON00289; ON00306; ON00315; ON00316; ON00317

Other System: ED 016 526; ED 016 527

ISBN Report 34:0-88881-033-4 ; eport 34A:0-88881-034-2

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00232**

Toronto Board of Education. Research Dept.

**-- The Draw-A-Classroom 'Test' : An Overview.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 8 p. ( -- Report ; 35) (/Longitudinal study of achieve/ment)

## SUBJECT

/VISUAL MEASURE/S. /Kindergarten/ /student/s
Draw-A-Classroom Test. /Development/ -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe that part of the Toronto Board of Education's Study of Achievement begun in 1960 that is known as The Draw-A-Classroom Test.

*Sample:*
8,695 students (all students attending /junior kindergarten/ in 1960 plus any new students beginning senior kindergarten in 1961). 35,000 /drawing/s were collected.

*Methodology:*
Description of the general features of the Draw-A-Classroom Test: how it was administered; how a coding system for scoring was devised based on the constants of space, people, and objects. Discussion of the problems of determining validity and reliability. Statement of progress to date.

*Conclusions:*
An average total of over 80% interrater reliability has been achieved.

*Special Features:*
Bibliography -- 6 items

*Tests Used in Research but not Included in Document:*
/Draw-A-Classroom Test/

*Notes:*

1 /MacKinnon, Archibald R./ was responsible for conceiving and implementing this experimental Draw-A-Classroom (DAC) Test devised for the Longitudinal study of achievement.
2 Scoring manual, ON00233. Consolidated report on findings ON00270, ON00247, ON00252, ON00253 evolved from observations of DAC scores. Literature reviews for DAC ON00239, ON00241.
3. For other studies in Longitudinal study of achievement series see notes 2 and 3, ON00231.

Related Records ON00231; ON00233; ON00239; ON00241; ON00247; ON00252; ON00253; ON00270

Other System ED 068 489

ISBN 0-88881-035-0

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00233**

**Pennington, Sheila**

**-- Draw-A-Classroom 'Test' : Manual and Scoring Categories.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 169 p. ( -- Report ; 36) (/Longitudinal study of achieve/ment)

## SUBJECT

/VISUAL MEASURE/S. /Student/s. /Elementary school/s
Draw-A-Classroom Test. /Scoring/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide in handbook form a detailed account of the open-ended Draw-A-Classroom Test (DAC).

*Sample:*
Randomly selected drawings were taken from pool of drawings created by testing junior kindergarten (JK) students in 1960-61 (1,486 subjects) and retesting for the next five consecutive years. Same procedure followed for senior kinergarten class of 1961-62 (7,209 subjects).

*Methodology:*
1. Two hundred drawings, selected to represent students from broad socioeconomic range, used to generate possible criteria which in turn became categories of analysis. (Students had been told to 'draw your /classroom/' with no time limit; each student's comments recorded on face of drawing).
2. 120 pictures equally drawn from /JK-grade 3/ checked for inter-rater agreement, reliability being set at 80% agreement with five raters.
3. Procedure repeated until entire categorization met criterion of 80% agreement.
4. The selected drawings rated by two teams: team one (5 people) rated Sections I, IV, V, and team two (4 people) rated Sections II, III.

*Findings:*
1. Five main areas of scoring were: use of /space/: presence, activity, and interaction of persons, drawing the persons; classroom constants; and the presentation of objects and their relationships.
2. Team one achieved an average agreement of 81.8% on space, classroom constants, and object relationship.
3. Team two achieved an average agreement of 83.2% on the categories of persons and drawing the person.

*Special Features*
Sample scorings are included for selected drawings.

*Tests Included in Document:*
/Draw-A-Classroom Test/

*Notes:*
1. /MacKinnon Archibald R / devised test for Longitudinal study of achievement (LSA).
2. Overview of test ON00232; consolidated report on findings ON00270. ON00247, ON00252, ON00253 evolved from observations of DAC scores. Literature reviews for DAC. ON00239, ON00241.
3. For other studies in LSA, see notes 2 and 3, ON00231.
4. Colour prints of sample scorings can be purchased from Toronto Board of Education, Research Dept. for about $50.

Related Records ON00231; ON00232; ON00239; ON00241; ON00252; ON00253; ON00270

ISBN 0-88881-036-9

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Repo-Davis, Marjaleena

**-- Theoretical Preconceptions of the Participant Observation Methodology.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1966. -- 19 p. ( -- Report ; 38)

SUBJECT

/RESEARCH/
/Methodology/ : /participant/ /observation/

ABSTRACT

*Type of Study:*
Discursive

*Methodology:*
A defense of participant observation as an alternative to 'objective,' quantifiable methods. Almost half of the text is in the form of quotations from social and natural scientists such as Alfred Schutz, G.A. Lundberg, H.P. Secher, Michael Polanyi, Herbert Blumer, Abraham Kaplan, Joseph Lyons, Melville Dalton, etc.

*Findings:*

1. Man gave his own meaning to his actions and the stimuli about him; he was not a passive thing for the social scientist to define and to give meaning to through the manipulation of quantifiable data.
2. Many 'objective' measures of man relied upon the accuracy of his verbally articulated statements about his behaviour and intentions. These measures did not directly measure man's /behaviour/.
3. Even /interview/s and tests were affected by the /interpersonal/ situation required to collect these data. Moreover, the standards used to interpret and understand data, once collected, were susceptible to the subjective attitudes of the 'objective' researchers.
4. The proponents of purely 'objective' research created an illusory sense of 'knowing' about man by using an 'objective language' and mathematical symbols. This sense of knowing rested on a potentially narrow definition of man which further research, thus prescribed, will fail to expand upon.
5. The participant observer had the advantages (as a researcher) of directly observing behaviour within the context of the process that was being studied, not the context of an interview or test. Ensconced within the process, the observer could study the point of view and perspective of the different persons in a process without the possibly greater distortions of perspective and behaviour that could result from the presence of a nonparticipant observer or in an interview situation.

*Special Features:*
/Bibliography/, pp. 18-19

ISBN 0-88881-038-5

Availability: MF - $0.50; HC . available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00235**

Palmer, Judith A.

**-- Home Environment and Achievement.**

-- Toronto . /Toronto Board of Education/, Research Dept., 1967. -- 29 p. ( -- Report ; 39) (/Longitudinal study of achieve/ment)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. Schools
related to /family life/ and /social class/

## ANNOTATION

Selecting the family from among the various /environment/al factors influencing child development, Palmer reviews relevant literature to support a discussion of the types of situations that should be understood if teachers are to deal effectively with the individual problem child and if school boards are to develop successful programs, resources, and services for children with varying attitudes and abilities.

She contrasts the /stereotype/ of the middle class values (hard work, postponement of gratification, high aspirations) with the lack of goal motivation and disinclination to sacrifice characteristic of the stereotype of the working class. She discusses research findings regarding conjugal role patterns and /parental/ /attitude/s and their influence on academic achievement.

She also presents findings to support the hypothesis that child-rearing practices seem to be largely determined by social class and /religion/ and traces the effects of various basic beliefs on academic achievement. She concludes that high academic motivation and achievement are most likely among smaller, better educated middle class families, generally Protestant or Jewish, but that lower class families sometimes adopt middle class values with the expectation of upward mobility.

From these basic findings and conclusions, she suggests that school systems need sustained, special programs for elementary students to enable all children to meet school norms and standards of achievement. She advocates that parents be encouraged to participate actively in the educational process.

/Bibliography/, pp. 25-29

*Notes:*

1. /Literature review/ for Longitudinal Study of Achievement (LSA). Other literature reviews ON00230, ON00279.
2. For other studies in LSA see notes 2 and 3, ON00231.

Related Records: ON00230; ON00231; ON00279

Other System: ED 066 403

ISBN 0-88881-039-3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00236**

Houseley, Michael A.

**– A Preliminary Report on the Bickford Park Project.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 27 p. ( -- Report ; 40)

## SUBJECT

/BICKFORD PARK H.S./. /Vocational school/s. /Toronto/
/Grade 9/. /Student/s. /Academic achievement/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide the background and grade 9 progress of the student population in a school for '/slow learner/s.'

*Sample:*
517 grade 9 students (98% of all) at Bickford Park H.S. during the year 1965-66. Sample 84% female. Data collected 1966-1967

*Methodology:*
Background information (sex, age, country of birth, length of Canadian residence, etc.) and previous academic achievement records collected for each student. Other data: grades; attendance; teachers' evaluations; student school history. Tables; chi squares; standard deviations.

*Findings:*
1. The largest /ethnic/ groups in the sample were Canadian (40%) and /Italian/ (27.5%). There were 252 /New Canadian/s (born outside Canada), or 48.7% of the sample.
2. The three student subgroups achieved somewhat different average grades in grade 9. /Academic vocational/ (AV) students (n = 99) 61.3; transferees (n = 213) 63.3; and promotees (n = 183) 67.9. There was a significant difference between average promotee and transferee student grade 9 marks at .01 level of significance, but not between the AV students and the transferees.
3. The average New Canadian grade was significantly higher (at the .01 level) than the average Canadian born student grade (67.5 to 62.0).
4. Sample students who graduated to grade 10 had significantly higher average /mark/s than students who withdrew from school or repeated grade 9 (66.9 to 57.2 to 51.5). Attendance for grade 9 graduates was also significantly higher.

*Conclusions:*
1. The higher average grades of the promotees was not suprising because labels were originally based on academic achievement.
2 Language and cultural difficulties may result in the initial /placement/ of a number of /immigrant/ students in classes for slow learners. The higher grades of New Canadians may thus be a reflection of faster academic achievement as these problems are overcome.

*Special Features:*
Description of the future areas of analysis, pp. 17-18

Related Records: ON00243; ON00244; ON00245

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00237**

Davidovich, Lila
-- **Participant Observation in a School Setting.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 20 p. ( -- Report ; 41)

## SUBJECT

/PARTICIPANT/ /OBSERVATION/. /Methodology/. /Educational research/
compared with laboratory studies

## ABSTRACT

*Type of Study:*
Discursive

*Purpose*
To examine participant observation as a method of research in the school system.

*Methodology*
The report offers a defense of participant observation as a legitimate research method; discusses issues; contrasts the support of laboratory research methods by Festinger, Kaplan, Zigler, and Zelditch and Hopkins with the natural observation method advocated by Hughes, Goffman, Becher and Hambleton; and reviews one participant observer's experiences.

*Findings:*
Among the issues facing participant observers were: who should do it and what educational background should they have, how can their presence in a school be legitimized; how bias in observation, analysis and inference can be avoided; the compatability of operational and basic research; the disposition of findings; and ethical implications.

*Conclusions:*
1 The role of participant observer imposes conflict on researchers in their desire to preserve confidence and anonymity while recording all relevant data observed.
2 Participant observers may see the community or the subcommunity as the members themselves see it.
3 Researchers should ensure that their role be inconspicuous, legitimate, and nonthreatening.
4 All findings should be critically examined for bias.

*Special Features:*
/Bibliography/ -- 14 items

Other System ED 070 739

ISBN 0-88881-041-5

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Wright, Edgar N.

**-- Retention Rates in Toronto Secondary Schools.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 17 p. ( -- Report ; 42)

## SUBJECT

/GRADE REPETITION/. /Student/s. /Secondary school/s. /Toronto/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Sample:*
All regular nonvocational students (n = 5,994) entering grade 9 in Toronto in 1959 who remained in Ontario and in good health until 1965.

*Methodology:*
Data were extracted from the /Toronto Extension of the Carne/gie Study. Tables; percentages.

*Findings:*
I. Of the sample, 41% started in /collegiate/ institutes (29% of whom completed grade 13 in 5 years); 5% started /2-year/ /business/ courses, and 54% started in /technical/ and commercial schools.
2. From grades 10--12, over one-quarter of the students in collegiate institutes at each grade level were a grade below the level suggested by the number of years they had spent in school after grade 9. Grade repeaters were even more common in the technical and commercial schools.

*Conclusions:*
I. A substantial proportion of students in secondary school do not become /dropout/s after failing /grade 13/: almost the same number attend for a sixth year as successfully complete grade 13 in 5 years. Variations among Toronto schools are not shown in this report.
2. Changes in the educational system since 1959 (e.g., the opening in Toronto of two schools for slow learners, and the introduction in Ontario of the Robarts Plan) necessarily affect the value of this longitudinal study. It does, however, provide a base line for future studies of retention rates.

ISBN 0-88881-042-3

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00239**

Pennington, Sheila

**-- Children's Drawings : A Selected Review of Literature.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 75 p. ( -- Report ; 43) (/Longitudinal study of achieve/ment)

## SUBJECT

/DRAWING/S. /Student/s
  /Development/al stages
  related to /IQ/ and /personality/

## ABSTRACT

*Type of Study:*

Literature review; Research review

*Methodology:*

Drawings discussed under four headings: developmental stages; /intelligence/; /clinical/ and /projective/ devices, /psychological/ analysis with respect to /perception/ and /cognition/. Tables.

*Findings:*

1. Few investigators are trying to understand how student's concepts develop and what the student is saying in drawings. Most seem to be trying to prove theoretical convictions. Thus, the literature is full of seemingly pointless, biased, and contradictory reports.
2. Burt and other authors point to the increasing realism in drawings up to ages 11-14 when, following a period of growing awareness of /society/ and social interaction, there tends to be a period of repression and self-criticism and a further period of artistic revival in /adolescence/.
3. Goodenough Draw-A-Man Test: after early adolescence, it no longer reflects IQ; although test may be unsuited for comparing students of different /culture/s, it may still rank students within a culture by intellectual /maturity/; test predicts /grade 1/ achievement as well as many /standardized test/s of /ability/ or /readiness/.

*Conclusions:*

1. Developmental stages in drawing are firmly established. /Motor/ expression and the free representation of feelings and concepts give way to /visual/ realism.
2. Drawing, such as the Draw-A-Man Test, is a good, early measure of intelligence and a reasonable predictor of /academic achievement/ from ages 4-14.
3. The literature on perception and cognition concludes that function and form of drawing change as the student develops. The early global type of perception gives way to conceptual expression. Self-criticism, visual realism, and the increased tendency to /verbalization/ combine to gradually eclipse the urge to draw.

*Special Features:*

1. /Bibliography/, pp. 51-56
2. Tables showing the characteristics of picture making by students of average ability in /Ontario/, /grades 1-8/

*Tests Used in Research but not Included in Document:*

/Draw-A-Man Test/

*Notes:*

1. Literature review for Draw-A-Classroom (DAC) Test
2. Companion literature review ON00241 discusses role of drawings in clinical use.
3. Material collected during preparation of report ON00235
4. Overview of Draw-A-Classrom (DAC) Test, ON00232; scoring manual ON00233; consolidated report on findings and update of literature review ON00270. ON00247, ON00252, ON00253 evolved from observations of DAC scores.
5. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.

Related Records: ON00231; ON00232; ON00233; ON00235; ON00241; ON00247; ON00252; ON00253; ON00270

ISBN 0-88881-043-1

Availability: MF - $1.00, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00240**

Cohen, Alan; Murray, John S.; Stuhr, Christian A.; Wright, Edgar N.
-- **Adult Education in Metropolitan Toronto : A Situation Report.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 89 p. ( -- Report ; 44)

## SUBJECT

/STUDENT/S. /Adult education/ /program/s. /Metropolitan Toronto/
/Age/ and /education/al /background/
/Choice/ of /course/s compared by /sex/
/EDUCATIONAL/ /FACILITIES/. Metropolitan Toronto
24-hour Adult Education Centre. Response to proposal

## ABSTRACT

*Type of Study*
Descriptive

*Purpose:*
To determine the number and characteristics of: (1) persons attending adult courses in Toronto; and (2) persons who would be willing to attend if convenient facilities were established.

*Sample:*
990 (296 male, 694 female) residents of Metropolitan Toronto over 16 years of age, who were not attending school full-time. Random sample of telephone numbers. Non-English speaking respondents not interviewed. Data collected 1966-67.

*Methodology:*
2,709 phone numbers which were in service and were nonbusiness were randomly generated. Of 1,761 persons contacted, 990 finally were interviewed. Tables; graphs; chi squares; levels of significance.

*Findings:*
I. Sample was, on the average, younger and better educated than the general population of Metropolitan Toronto in 1961. Within the sample, the younger and better educated were more likely to have taken courses. /Male/s were most likely to take /business/, /technical/, or /trade/ courses, while /female/s were most likely to take general, /recreational/, and /fine arts/ courses. /Academic/ courses were the least popular with both sexes.
2. A higher proportion of the sample, especially the older and less educated, would attend adult courses if the proposed 24-hour Centre were available. There was no time of the day or week when no respondents would be willing to attend.

*Conclusions:*
I. Widespread ignorance exists about adult education schools.
2. There is widespread willingness (45% of males, 38% of females) to attend a 24-hour Adult Education Centre, and 70% of these would spend five hours or more weekly on their courses.
3. A 'clear demand' for such a Centre exists.
4. The proposed Centre would probably attract proportionately more men with a grade 8 education or less and men 45 or over, than do the existing programs.
5. Taking adult courses appears to be a continuing pattern of behaviour and is positively related to higher previous educational achievement.

*Tests Included in Document:*
Self-made telephone /interview/ schedule, Appendix A, pp. 66-67

*Notes:*
Journal article based on this report: /McGivney, F.H./ -- 'Adult Education in Metropolitan Toronto.' -- Continuous Learning, 6 (May-June 1967) 137-138.

Other System: ED 011 999

ISBN 0-88881-044-X

Availability MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00241**

**Reider, S.S.**
**-- Artwork : A Brief Review.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 14 p. ( -- Report ; 45) (/Longitudinal study of achieve/ment)

## SUBJECT

/DRAWING/S. /Student/s
  Use as /diagnostic/ /test/s of /personality/
  Use in /therapy/
/VISUAL MEASURE/S. Students

## ABSTRACT

*Type of Study:*
Discursive; Literature review

*Purpose:*
To discuss the clinical use of /children/'s drawings in /psychotherapy/.

*Methodology:*
Brief essay attempts to evaluate in clinical /psychology/, various approaches, including the writer's own and that of other researchers, to children's drawings. Topics discussed are: (1) the value of therapeutic use of drawings; (2) the controversy surrounding the diagnostic use of drawings, including brief discussions of specific tests; (3) how drawings can supplement evidence drawn from /verbalization/.

*Conclusions:*
1. Drawings and paintings have a distinctive usefulness in understanding personality.
2. When combined with verbalization, drawings provide greater insight and a more cathartic experience for the subject.

*Special Features:*
/Bibliography/, pp. 13-14

*Notes:*
1. Along with ON00239, literature review for Draw-A-Classroom (DAC) Test
2. Overview of DAC, ON00232; scoring manual ON00233, consolidated report on findings and update of literature review ON00270. ON00247, ON00252, ON00253 evolved from observations of DAC scores
3. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231

Related Records: ON00231; ON00232, ON00233, ON00239; ON00247; ON00252; ON00253; ON00270

ISBN 0-88881-045-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00242

Stuhr, Christian A

**-- Patterns of Parental Mobility in an Inner-City Toronto School.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 51 p. ( -- Report ; 46)

## SUBJECT

/MOBILITY/. /Student/s. /Elementary school/s. /Inner city/
/Prediction/ -- Study regions: /Toronto/ -- Study examples: /Duke of York P.S./

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To discover a satisfactory predictor of parental mobility.

*Sample.*
358 /families/ of students at Duke of York P.S. Data collected during 1966-67.

*Methodology:*
Questionnaire devised dealing with demography, mobility, perceptions of education, and continuous learning. /Telephone/ or face-to-face /interview/s conducted. One year after the interviews, school records were used to determine which families had changed addresses. Tables; chi square; level of significance less than .01.

*Findings:*
1. Mobility rates appeared higher among /Canadian/s or /immigrant/s from the United States or Britain than among other /ethnic/ /group/s.
2. Most likely to move were people who did not own their own homes, who did not live in /public/ /housing/, and who had a history of having moved in the past five years. However, almost half of this group did not move after a full one-year period.
3. Intentions of families when interviewed proved poor predictors of actual change of address.

*Conclusions:*
1. Prediction of future mobility based on the two factors of type of accommodation and past history of mobility is considered useful despite 46% overprediction.
2. Predictor model needs to be perfected by further research, and a new model may be required for changing social conditions.

*Special Features:*
/Bibliography/ -- 5 items

*Tests Used in Research but not Included in Document*
Self-made /questionnaire/

*Notes*
Journal articles by author based on Reports 46 and 52 'Canada is on the Move.' -- Quest, (February 1968) 18-20; -- 'Marks and Patterns of Parental Mobility in a Downtown School.' -- Alberta Journal of Educational Research, 16 (no. 1 March 1970) 47-55

Related Records ON00247

Other System ED 076 926

ISBN 0-88881-046-6

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00243

Hambleton, Donald Charles; Houseley, Michael A.

**-- Teacher Ratings and Student Self-Concept Ratings : Bickford Park High School.**

-- Toronto /Toronto Board of Education/, Research Dept., 1967 -- 111 p. ( -- Report ; 47)

## SUBJECT

/STUDENT/S. /Bickford Park H.S./ /Vocational school/s. /Toronto/

/Assessment/ by /teacher/s related to /attendance/, /attitude/s, and /self concept/ -- Study examples: /grade 9/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To study attitude and /achievement/ of Bickford Park students.

*Sample:*

499 grade 9 students at Bickford Park H.S. 1965-66; 40 teachers. Data collected in June 1966.

*Methodology:*

Teachers rated students on: estimated previous school record, school /adjustment/, school success, and /occupational/ success. Questionnaire measuring attitudes and self concept was administered to students. Tables, graphs.

*Findings:*

1. Students tended to be rated either well or poorly on all scales.
2. Highly rated students generally had good self concept.
3. Students born outside Canada were generally more highly rated and achieved higher marks than /Canadian/ born students.
4. Good attendance was significantly associated with higher /mark/s and good teacher ratings.

*Special Features:*

Detailed data analysis, pp. 15-111

*Tests Included in Document:*

Self-made /questionnaire/s

Related Records: ON00236; ON00244; ON00245

ISBN 0-88881-047-4

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00244**

Hambleton, Donald Charles; Shaw, K.; Houseley, Michael A.
-- **Job Aspirations and Expectations : Students at Bickford Park High School : A Brief Report.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 8 p. ( -- Report ; 48)

## SUBJECT

/STUDENT/S. /Bickford Park H.S./ /Vocational school/s. /Toronto/
Expectations of /employment/ -- Study examples: /grade 9/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
517 grade 9 students at Bickford Park H.S., Toronto, in 1965-66. Data collected June and December 1966.

*Methodology:*
Questionnaire concerning jobs expected and jobs desired, administered to students at end of school year and six months later. Tables.

*Findings:*

1. Most students were realistic in job /choice/ in terms of their /academic achievement/.
2. Students with unrealistic job /aspiration/s tended to be inconsistent about these aspirations over time.
3. Most students expressed some interest in education after leaving school.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s

Related Records: ON00236; ON00243; ON00245

ISBN 0-88881-048-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00245**
**Houseley, Michael A.**
**-- A Summary of the Bickford Park Project.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1967. -- 15 p. ( -- Report ; 49)

## SUBJECT

/BICKFORD PARK H.S./ /Vocational school/s. /Toronto/
/Student/s: /slow learner/s. /Academic achievement/, /attitude/s and /self concept/ -- Study examples: /grade 9/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To study the attitudes, achievement, and job /aspiration/s of slow learning students in special secondary schools offering /2-year/ and-or /3-year/ /program/s.

*Sample:*
517 grade 9 students enrolled in Bickford Park H.S., Toronto, in 1965-66. Data collected March- December 1966.

*Methodology:*
Questionnaires measuring self concept, attitudes and aspirations were administered to students. At the school year's end, questionnaires on students' attitudes and academic achievement were administered to teachers. Significance tests; tables.

*Findings:*
1. On teacher-ratings, students who rated poorly on one scale were rated poorly on all scales. Similarly, good students were well rated in every category.
2. Students highly rated by teachers on academic achievement and /adjustment/ had good self concept.
3. As a group, students born outside Canada were generally more highly rated and attained higher marks than the /Canadian/ group.
4. Good /attendance/ tended to be associated with higher /mark/s and high teacher ratings.

*Tests Included in Document:*
Self-made /questionnaire/s

Related Records: ON00236; ON00243; ON00244

ISBN 0-88881-049-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00246

Alam, Mubarka; Wright, Edgar N.

**-- A Study of Night School Drop-Outs : (A Schedule 10 Project).**

-- Toronto /Toronto Board of Education/, Research Dept., 1968. -- 108 p. ( -- Report ; 50)

## SUBJECT

/DROPOUT/S. /Adult education/ /program/s. /Night school/s. /Metropolitan Toronto/
/Educational/ /background/ and /socioeconomic/ /characteristic/s compared with that of students completing /course/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare night school dropouts with those who stay in courses, with reference to /motivation/al and /environment/al factors.

*Sample:*
Random sample of 425 students from monthly dropout lists of /Toronto/, /Scarborough/, /North York/, /East York/, and /York Borough/ Boards of Education until the end of January 1967. Random sample of 382 students who stayed in. Data collected 1967.

*Methodology:*
Face to face student /interview/ing conducted by Survey Research Ltd. Questions sought to determine biographic and demographic information, student /attitude/, and reasons for dropping out. Tables; chi square test.

*Findings:*
1. Stay-in students were not significantly different from dropouts in educational, occupational, and economic backgrounds.
2. Married childless /female/s were found to be the type most likely to stay in course.
3. Students who had previously attended high school were more likely to stay in than first timers.
4. Self-reported reasons given for dropping out were usually personal rather than course related. However, students gave school related reasons to explain the dropping out of others.

*Conclusions:*
1. Night school requires a great deal of adjustment of the student's personal life and not all students are able to make the necessary commitment.
2. Night school needs more flexible programs to take into account the outside pressures on adult students.

*Special Features:*
/Bibliography/, pp. 68-72

*Tests Used in Research but not Included in Document:*
Self-made /interview/ schedule

Other System ED 018 769

ISBN 0-88881-050-4

Availability: MF - $1.00. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00247**

Feeney, James D.; Wright, Edgar N.; Adler, Marilynne J.

**-- Children's Concept of Number : The Spontaneous Production of Number Symbols in Their Drawings.**

-- Toronto . /Toronto Board of Education/, Research Dept., 1968. -- 29 p. ( -- Report ; 51) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Kindergarten/s
  Comprehension of /number/ concepts compared by /sex/
  /Visual measure/s: Draw-A-Classroom Test. Application to prediction of number concept comprehension -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Experimental; Longitudinal; Methodological

*Purpose:*
To determine whether students who drew numerals in their Draw-A-Classroom (DAC) Test showed a greater understanding of number concepts than those who did not.

*Sample:*
100 senior kindergarten students, for whom reading readiness test scores were available, out of possible 391 students attending 8 schools in Toronto. From this original group were derived 43 matched pairs (23 male, 20 female); 43 students who used a number symbol in their drawings (NS group) were matched with 43 who did not (NNS group). Match was by sex, age, school experience, reading readiness scores, mental rating, and socioeconomic status. Data collected in 1962 and 1963.

*Methodology:*
DAC Test administered twice. Other tests given one year later were: P. Dodwell's Piaget Number Concept Test; Metropolitan Achievement Test (MAT); teacher ratings. Graphs; tables; t- tests; correlations.

*Findings:*
1. There was no significant difference between the NS and NNS groups in terms of the MAT, the Arithmetic Section of the MAT, and the Piaget Test.
2. As expected, the MAT (Arithmetic) and Piaget test results correlated well, since they both attempt to measure number concept ability.
3. No significant findings resulted when the results were compared by sex for the NS and NSS groups.

*Conclusions:*
1. The use of number symbols in DAC test does not necessarily indicate later superiority in number concept ability. No predictive usefulness.
2. This study only measured number concept ability one year after the drawing test. A difference between the NS and NNS groups may have existed when the drawings were made.
3. /Male/ and /female/ students apparently do not differ in their understanding of the concept of numbers.
4. Dodwell's Piaget Number Concept Test could be advantageously used as an indicator of a student's readiness to attempt mathematical /reasoning/, especially in the light of proposed curriculum changes and abolition of formal marks.

*Special Features*
/Bibliography/ -- 11 items

*Tests Included in Document:*
/Piaget Number Concept Test/; /Teachers' Rating Questionnaire/ (Mental section)

*Tests Used in Research but not Included in Document:*
/Draw-A-Classroom Test/; /Dominion Reading Readiness/ Test; /Metropolitan Achievement Test/; Metropolitan Achievement Test - Arithmetic Section

*Notes:*
1. Study evolved from observations of Draw-A-Classroom (DAC) Test scores.
2. Overview of DAC, ON00232; scoring procedures ON00233, consolidated report ON00270.
3. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231

Related Records ON00231, ON00232; ON00233 ON00270

Other System ED 068 157

ISBN 0-88881-051-2

**Availability:** MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00248**

Stuhr, Christian A.; Wright, Edgar N.
**-- Marks and Mobility in a Downtown School.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 36 p. ( -- Report ; 52)

## SUBJECT

**/FAMILY/ /MOBILITY/. /Student/s. /Elementary school/s. /Inner city/s**
**Effects on /academic achievement/**
**related to /attendance/, /grade level/s, and /sex/** -- Study regions: /Toronto/ -- Study examples: /Duke of York P.S./

## ABSTRACT

*Type of Study:*
Descriptive, Longitudinal

*Purpose:*
To assess the effects of residential mobility or stability on students' /mark/s.

*Sample:*
158 students and families from Duke of York Public School in Toronto. Data collected in 1966 and 1967.

*Methodology:*
Data was taken from a questionnaire for parents and from the school records of the students. Families were grouped according to how often they had moved in the previous five years: stable (37% of sample); intermediate (moved once, 31%); and mobile (moved at least twice, 31%). Tables; chi square.

*Findings:*
1. There was no significant relationship between family mobility and student sex, grade level (/age/), absences, or lateness frequency.
2. There was a significant relationship between family mobility (n = 105) and letter grades earned in all subjects taken together: /reading/, /writing/, /spelling/, /composition/, /mathematics/, /science/, /art/, and /music/. When the categories were broken down, no significant relationship existed for writing, science, and art. In all significant relationships, greater family stability in terms of not moving accompanied higher letter grades.
3. While there was a negative relationship between mobility and overall letter grades for /Anglo-Saxon/ students, this did not apply to non-Anglo-Saxons. For mobile students, non-Anglo- Saxons had significantly better grades than Anglo-Saxons. For stable and intermediate groups, there were no significant differences in grades.

*Conclusions:*
1. It can be assumed that high mobility does not cause poor academic achievement in students. In some segments of the population, however, high mobility is associated with poor academic achievement.
2. The mobile student with poor marks might be helped through improved environment (public housing, for example) and by removing focal points of conflict between home and school, such as marks themselves, which have now been abolished at Duke of York P.S.
3. The reasons for moving may be more important than the simple disruption of moving itself. /Ethnic/ families may be moving to what they consider a better environment. Mobility in this case reflects an achievement orientation.

*Special Features:*
/Bibliography/ -- 10 items

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/

*Notes:*
Journal articles based on this report: Stuhr, C.A. 'Canada is on the Move.' -- Quest, 5 (Feb 1968) 18-20; Stuhr, C.A. -- 'Marks and Patterns of Mobility in a Downtown School.' -- Alberta Journal of Educational Research, 16 (March 1970) 47-55.

Related Records: ON00242

ISBN 0-88881-052-0

Availability: MF - $0.50; HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00249**

**Mowat, Susanne**

**-- Cost Analysis of New Canadian Instruction.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 30 p. ( -- Report ; 53)

**SUBJECT**

/NON-ENGLISH SPEAKING/ /STUDENT/S. /Elementary school/s and /secondary school/s /Curriculum/ subjects: /English/ /language/. /Teaching/. /Cost/s compared by full-time and part-time /program/s

**ABSTRACT**

*Type of Study:*

Descriptive

*Sample:*

All special English /teacher/s in Toronto (n = 184) as of January 1968. All Toronto students (n = 4,214) receiving instruction in English as a /second language/. Data collected 1968.

*Methodology:*

Data about students in special English courses and about teachers' /salary/s were collected from schools and teachers, respectively. Costs are based on teachers' salaries only. Tables.

*Findings:*

1. 83% of the student sample were in /withdrawal/ /class/es, 14% in the regional reception centre, and 3% in /Main St. School/.
2. 85% of the student sample were enrolled in elementary schools; 15% were in secondary schools.
3. 43% were designated 'A' students (little or no English), and 57% were designated 'B' students (still in need of English instruction).
4. Student sample: 36% /Italian/; 21% /Portuguese/; 16% /Greek/; 12% /Chinese/.
5. The average hourly cost per student in the withdrawal program varied from $0.38 to $8.10.In the regional reception centres costs varied from $0.24 to $1.31, and in Main St. School the cost was $0.75.

*Conclusions:*

1. Costs per student per week are generally higher for secondary school students because secondary school teachers usually receive a higher salary.
2. In the sample, the average weekly cost per student based on teachers' salaries was $6.23. For withdrawal classes the average was $4.68; for Main St. School $20.60; and for regional reception centres $11.95.
3. No comparisons between the total costs of various programs are possible. While the withdrawal program is only a few hours a week, the other two programs are full-time. The question of which program is the cheapest or most expensive cannot be answered until it is known how many hours a typical student remains in a program.

*Tests Included in Document:*

Self-made /questionnaire/

*Notes:*

Related report on cost analysis of reception areas of non-English speaking pupils, ON00269

Related Records: ON00269

Other System: ED 064 774

ISBN 0-88881-053-9

Availability: MF $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00250**

Freedman, J.; Trieger, Seymour
**-- The Duke of York Day Care Project.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 34 p. ( -- Report ; 54.)

## SUBJECT

/DAY CARE/ PROGRAMS. /Duke of York P.S./. /Toronto/
Afternoon day care programs. Effects on /behaviour/ and /health/ of /culturally disadvantaged/ /student/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine the effect of an enriched /environment/ and a psychologically supportive atmosphere on culturally deprived children; to assess the adequacy of the Duke of York program.

*Sample:*
All students (n = 21) from the pilot Duke of York Day Care Centre project designed for children with poor /housing/, health problems, low /intelligence/, /mental/ /problem/s, and /single parent/ /family/ backgrounds. Data collected over 3 months in 1968.

*Methodology:*
/Participant/ /observer/s rated each student's behaviour on a scale over several visits to detect changes due to program. Day care personnel and teachers were questioned; student's physical growth was measured; and the Institute of Child Study Security Test was administered twice. Graphs. Difficulties were encountered with observation raters and in the administration of security tests.

*Findings:*
1. Although the period of study was short (3 months), several of the students made marked improvements in their /relationship/s with /peer/s and adults. Some were more able to share, indicating a somewhat greater feeling of security.
2. The clearest case of worsening behaviour resulted from a family breakup. Generally the health and behaviour of the day care students improved or was unchanged.
3. Security test results were disappointing, as the administration was poorly planned and executed.
4. The afternoon day care seemed to fill several needs of the students: e.g., as a place to express tensions born of school and home, and as a place to get from an adult the personal attention that was lacking at home.
5. Relations with /parent/s improved; reasons for their support of the day care varied.

*Special Features:*
1. /Literature review/, pp. 3-6
2. /Bibliography/ -- 13 items

*Tests Included in Document:*
Behaviour rating scales and Health record

*Tests Used in Research but not Included in Document:*
/Institute of Child Study Secur/ity Test

Other System: ED 067 167

ISBN 0-88881-054-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00251**

**Crawford, Patricia**
**-- Here Comes McMurrich.**
**-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 23 p. ( -- Report ; 55)**

## SUBJECT

**/FIELD TRIP/S. /Student/s. /Grades 3-4/. /McMurrich P.S./**
**To /Ottawa/**

## ANNOTATION

A report by a /participant/ /observer/, delegated by the Toronto Board of Education, of a 4-day field trip to Ottawa made in the fall of 1968 by 35 students of McMurrich P.S. in Trinity Riding, Toronto. The students, ages 8-9, from different classrooms, were exceptionally well prepared and motivated by their teachers by prior experiences in the creation in their school of /resource centre/s inspired by and related to the subjects of previous field trips, involving diversified interests ranging from hockey to history and explorations of other cultures. Their political interests had been fired by active observation, through the media, of the Liberal Leadership Convention of spring 1968.

The 4-day field trip was preceded by fund-raising and other practical activities, including planning and purchasing of supplies and preparations for recording their experiences. Two of the days, Tuesday and Friday, were spent in bus travel, when the students early became rapidly competent in the use of /tape/ /recorder/s. Wednesday and Thursday were fully occupied in visits to the Mint, the War Museum, the Museum of Science and Technology, the Experimental Farm, the Art Gallery, the Parliament Buildings, Bytown Market, and Government House. The students were particularly impressed with their visit to the House of Commons, where they met incumbent and opposition leaders and watched a House debate on Biafra. Their reports later evidenced a clear understanding of the roles of members of Parliament.

The field trip experience was valuable in the growth of student self-sufficiency and /cooperation/, awareness of environmental differences, vision of live history, and appreciation of the worth of diversified interests. It also generated further resource centre activities, such as the building of a replica of the Peace Tower, written stories, and lecture and slide presentations. Combined organizational skills of teachers, parents, and school board and other officials contributed greatly to the success of the enterprise.

The report includes a replication of a grade 3 students's summary (with graph) of the Liberal Leadership Convention; recordings of students' comments on the Mint, the Experimental Farm, and the House of Commons; reports of students' conversations; and one student's written account of the trip. It is illustrated with professional photographs. /Bibliography/, pp. 19-20.

ISBN 0-88881-055-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00252**

Rogers, Rex S.

**-- The Effect of Having Previously Attended Junior Kindergarten on 'Draw-A-Classroom' Test Scores Obtained in Senior Kindergarten.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 20 p. ( -- Report ; 56) (/Longitudinal study of achieve/ment)

## SUBJECT

/JUNIOR KINDERGARTEN/S

Effects on /mental/ /development/ (Draw-A-Classroom Test) of /student/s in kindergarten -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Longitudinal; Comparative

*Purpose:*

To discover effects of attending junior kindergarten (JK) with a less conventional, more discursive measure (Draw-A-Classroom Test, DAC) than usual academic measures.

*Sample:*

Two matches from all senior kindergarten students (n = 8,695) from two geographic areas, one with JK facilities and one without, who had twice been administered DAC. Matched by sex, age, language, parents' education, and father's occupation. Match A paired students who went to JK and students who did not (n = 1,089). Match B paired students who went to JK and students who could not go because of location (n = 1,077). Data collected 1959-61.

*Methodology:*

Comparison of scores of matched samples on DAC. Drawings coded in terms of content criteria, grouped within five main areas: objects, space, classroom constants, persons, and drawing the person. Summary of differences listed in tables.

*Findings:*

1. Actual differences were small; little consistency in which codes gave significant differences. However, DAC seemed different from other measures.
2. Pattern of difference complex and sometimes contradictory.
3. About three times as many significant differences between JK attenders and nonattenders in Matches A and B in the first DAC test as in the second.

*Conclusions:*

1. Study provides independent evidence supporting the general finding of Longitudinal Study of Achievement that effects of JK are short lived.
2. Causes of differences between JK attenders and nonattenders may lie in home environment.

*Special Features:*

/Bibliography/ -- 8 items

*Tests Used in Research but not Included in Document:*

/Draw-A-Classroom Test/

*Notes:*

1. Full data on all 2,000 pairs of percentages available on request from Toronto Board.
2. Draw-A-Classroom (DAC) Test was developed for Longitudinal Study of Achievement.
3. Overview of DAC, ON00232; scoring manual, ON00233; consolidated report, ON00270; literature reviews, ON00239, ON00241. Related report ON00253.
4. For other studies in series see notes 2 and 3, ON00231.
5. Journal article. Rogers, R.S. ; /Wright, Edgar N./ -- 'A Study of Children's Drawings of Their Classrooms.' -- Journal of Educational Research, 64 (no. 8 April 1971) 370-374.

Related Records: ON00231, ON00232; ON00233; ON00239; ON00241; ON00253; ON00270

Other System: ED 067 168

ISBN 0-88881-056-3

Availability: MF - $0.50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00253**

Rogers, Rex S.

**-- Changes With Time in the Content of Children's Drawings : A Longitudinal Study With the 'Draw-A-Classroom Test'.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 84 p. ( -- Report ; 57) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Elementary school/s

/Visual measure/s: Draw-A-Classroom Test. Drawings compared by /age/ -- Study regions: /Toronto/ -- Study examples. /JK-grade 4/

## ABSTRACT

*Type of Study:*

Longitudinal; Methodological

*Sample:*

A sample of 100 was randomly selected from the larger base of all senior /kindergarten/ (SK) students in Toronto in fall 1961 (n = 8,695), 28% of whom had attended /junior kindergarten/ (JK). Data collected 1960-1966.

*Methodology:*

Students were administered the Draw-A-Classroom Test (DAC) twice in JK and SK and once in each of grades 1-4. The sample of 100 included only students who had completed all eight tests and had not changed schools. Tables; percentages.

*Findings:*

1. The older the student, the more drawings were realistic or representational.
2. Skill at differentiating objects and their interrelationships (or 'Sophistication') increased with age.
3. The tendency to conform drawings to the letter of the instructions (or 'Conformity of Content') increased with age.

*Conclusions:*

The DAC may be a useful vehicle of /communication/ from the student to the teacher. It should also be of interest to all those concerned with children and /art/.

*Special Features:*

/Bibliography/ -- 10 items

*Tests Included in Document:*

/Draw-A-Classroom Test/

*Notes:*

1. Draw-A-Classroom (DAC) Test was developed for the Longitudinal Study of Achievement (LSA).
2. Overview, ON00232, scoring manual, ON00233; studies that evolved from observation of DAC scores, ON00247, ON00252; consolidated report, ON00270; literature reviews; ON00239, ON00241.
3. For other studies in LSA see notes 2 and 3, ON00231.

Related Records: ON00231; ON00232; ON00233; ON00239; ON00241; ON00247; ON00252; ON00270

Other System: ED 092 234

ISBN 0-88881-057-1

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00254**

Ramsey, Craig A.; Wright, Edgar N.

**-- The Raven Progressive Matrices : A Review of Literature Relating to its Selection for Use in the New Canadian Study.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 34 p. ( -- Report ; 58) (/New Canadian study/)

## SUBJECT

/ACADEMIC/ /ABILITY/. /Student/s. Schools
  /Test/s
ACADEMIC ABILITY. /Immigrant/ students. Schools
  /Culture free test/s: Progressive Matrices Test. /Evaluation/

## ABSTRACT

*Type of Study:*
Literature review; Methodological

*Methodology:*
Topics covered are: ability tests, problems involved in testing intellectual ability; theories of /intelligence/; Raven Progressive Matrices, 1938 (PM); studies evaluating the use of PM; use of PM in crosscultural and subcultural studies; and testing procedures used in the New Canadian study. Literature from 1938-68.

*Findings:*
1. Cattell's Culture Free Test was unsuitable for use with students learning English as a second language as it required verbal instructions.
2. PM has been used extensively. Its validity and consistently high reliability have been well documented.

*Conclusions:*
PM is the most appropriate measure of intellectual ability for use in the New Canadian Study.

*Special Features:*
/Bibliography/, pp. 21-24

*Tests included in Document:*
Raven /Progressive Matrices/ Test (1938) - sample of five basic problems; Teacher guide for PM

*Notes:*
See note in ON00325 for interrelationships of New Canadian studies.

Related Records ON00325

Other System ED 068 488

ISBN 0-88881-058-X

Availability MF - $0 50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00255**

McLeod, Norman R.
-- **Need, Culture and Curriculum : Educating Immigrants and Ethnic Minorities (A Survey of Literature).**
-- Toronto : /Toronto Board of Education/, Research Dept., 1968. -- 90 p. ( -- Report ; 59) (/New Canadian study/)

## SUBJECT

/IMMIGRANT/S. /Student/s. /School/s
/Curriculum/ and /teaching method/s
/Education/. Influence of /cultural/ /background/

## ABSTRACT

*Type of Study:*
Discursive; Literature review

*Purpose:*
To survey the problems of educating immigrant children and to discuss various methods of responding to these problems.

*Methodology:*
Topics discussed are: ideology of Canadian society; cultural conflicts experienced by New Canadians; relationship of /language/, culture, and /intelligence/; teaching methods and techniques; /alternative/ /program/s.

*Findings:*
1. To advance economically in Canadian society, immigrant children must often choose the models and values of the school system rather than those of the home.
2. The conflict of /attitude/s, values, patterns of /behaviour/, and /need/s and demands between the home and school exacts a heavy psychological toll from immigrant children.
3. It would be useful to teach immigrant children the standard dialect of their native language in order to teach more successfully the standard English dialect.
4. Most research on teaching immigrant and poor children has been concerned with teaching methods designed to increase the students' success within the existing system.
5. /Spring Grove School/ (U.K.) illustrated both the weaknesses and strengths of a language- centred program within a regular school.
6. Bereiter and Engelmann's program of teaching verbal and intellectual skills to preschool children answered only part of the problem as it did not involve the social or emotional life of the child.
7. The most interesting research on /community/ centred schools was undertaken in the U.S. in the 1930s and 1940s. Of particular interest was Leonard Covello's program, in a diverse ethnic school, that aimed at improving respect for the student's native culture.
8. Fantini and Weinstein proposed a /reality based/ model of curriculum development that can be used by individual teachers to create a curriculum designed to meet the specific needs of their students.
9. A community program imposed upon, rather than developed by, a particular community will fail.

*Special Features:*
1. Special /bibliography/ on strategies for educating cultural minorities, pp. 72-78
2. General bibliography, pp. 79-90

*Notes:*
See note in ON00325 for interrelationships of New Canadian studies

Related Records: ON00325

Other System: ED 064 443

ISBN 0-88881-059-8

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00256**
**Ramsey, Craig A.; Wright, Edgar N.**
**-- Students of Non-Canadian Origin : A Descriptive Report of Students in Toronto Schools.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 74 p. ( -- Report ; 60) (/New Canadian study/)

## SUBJECT

/IMMIGRANT/S. /Student/s. /School/s. /Toronto/
/First language/ and /socioeconomic/ /background/ compared with that of /Canadian/ born students

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Random sample of 25% of classes in /grade 5/, /grade 7/, and /grade 9/ (special education and opportunity classes excluded): yielding sample of 5,709 students from 198 classes. Data collected 1968.

*Methodology:*
Students completed background questionnaire. Tests measuring English competence, picture vocabulary, arithmetic skills, and general intellectual ability administered. Teacher ratings collected. Verification of questionable data achieved through contact with schools. Some categories of questionnaire reported in later studies.

*Findings:*
1. 25.8% were born outside Canada.
2. Mean age in months of non-Canadian born students in each grade was higher than mean age of Canadian born students. Difference increased with increase in grade.
3. Canadian born students were more likely to be in /5-year/ secondary school program.
4. 80.6% of homes of non-Canadian born students and 23.2% of homes of Canadian born students were /bilingual/ or multilingual.
5. II.8%, including I.5% of students born in Canada, spoke no /English/ upon entering the school system.
6. 27.3% learned another language before learning English.
7. II.3% learned English and another language at the same time
8. /Italian/ was the most common home language for students born outside Canada and the second most common language (after English) for Canadian born students.
9. 28.4% of non-Canadian born and 1.6% of Canadian born students had received special instruction in English (8.5% of total sample).
10. 83.3% of Canadian born students were from an /urban/ background compared to 45.2% of non- Canadian born students.
11. Non-Canadian born students were less likely to have /parent/s with secondary school or university education.

*Special Features:*
Verification procedures for questionnaire data included in appendix

*Tests Included in Document*
Self-made Student Background /Questionnaire/

*Tests Used in Research but not Included in Document:*
Raven /Progressive Matrices/ Test; /Teachers' Rating Questionnaire/; self-made English Competence Test (/Test of Basic English Skill/); /Picture Vocabulary Test/ adapted from Ammons and Ammons; /Full-Range Picture Vocabulary/ Test; self-made tests of computational skill and mathematical concept sorting

*Notes:*
See note in ON00325 for interrelationships of New Canadian studies

Related Records ON00325

Other System ED 066 385

ISBN 0-88881-060-1

Availability MF - $1.00 HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00257

Mowat, Susanne; St. Lawrence, Christine

**-- New Canadian Activities : Summary of Teachers' Responses to a Questionnaire.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 25 p. ( -- Report ; 61)

## SUBJECT

/IMMIGRANT/S. /Student/s. /School/s. /Toronto/
/Education/. /Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
184 teachers of /English/ as a /second language/. Response rate 40%. Data collected 1968.

*Methodology:*
Open-ended mailed questionnaire probed problems of New Canadian (NC) students; student- /parent/ /expectation/s; school priorities, activities, and needs; and suggestions for new programs and research projects. Responses organized under themes. Quotations.

*Findings:*
1. Composite profile of NC student revealed a frustrated, lonely, fearful, and insecure person, often rowdy in class and frequently the butt of jokes.
2. Teachers perceived variations in /motivation/ among NC students, with the /Chinese/ particularly anxious to learn and adapt and the /Portuguese/ relatively indifferent.
3. Teachers perceived /family/-based sources of conflict: economic /problem/s, parental retention of old customs of behaviour and thought; and parental educational expectations that are occasionally too high.
4. For most teachers, primary role of school was fulfilment of students' emotional needs for security, recognition, and sympathy. Some teachers believed primary role as teaching of English rapidly; others believed it to be the encouragement of integration through familiarization with Canadian /culture/.
5. Most believed school should take an active role in bridging cultures through interaction with parents.
6. In school, 60% gave priority to /oral/ exercises; 14% encouraged nonverbal creative activities; 19% frequently used /audiovisual aid/s.
7. Major complaint: lack of coherent /placement/ procedures due to lack of culture free measures of /ability/ and inadequate numbers of student services staff trained to deal with /ethnic/ problems.
8. Another complaint was unavailability of information on cultures, educational systems, and educational standards in NC students' native countries.
9. While qualified approval was expressed for existing NC programs, many teachers suggested changes or the development of new programs.

*Special Features*
/Bibliography/ - 3 items

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Several reports were written as a result of finding that teachers could not find material on culture, educational system and educational standards of students' native countries. Reports relating to Chinese and Hong Kong students, ON00260, ON00261, ON00262; Italian students, ON00263, ON00264, ON00265; Greek students, ON00266, ON00267, ON00268; West Indian students, ON00286; Portuguese students, ON00290.

Related Records: ON00260; ON00261; ON00262; ON00263; ON00264; ON00265; ON00266; ON00267; oN00268; ON00286. ON00290

Other System: ED 069 160

ISBN 0-88881-061-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00258

Toronto Board of Education. Research Dept.

**-- Testing Some English Language Skills : Rationale Development and Description.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 36 p. ( -- Report ; 62) (/New Canadian study/)

SUBJECT

/TEST/S. /English/ /language/. /Immigrant/ /student/s. Schools
English Competence Test -- Study regions: /Toronto/

ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To describe the development of an instrument (English Competence Test) to test the English language /skill/s of /New Canadian/s.

*Methodology:*
1. /Literature review/ pertaining to the testing of language skills.
2. Original goal was to develop a test of the creative use of the elements of language (e.g., English competency), but limitations inherent in the nature of the study restricted the test to aspects of language performance.
3. First three subtests involved sound discrimination, sound recognition, and intonation. Instructions were on audio tape. First items were selected from Gleason's list of phonemes.
4. Lorge-Thorndike list of most common 500 words were used in subtests for /vocabulary/ (contentives and functors).
5. Subtest on idiomatic usage could not be restricted to Lorge-Thorndike count.

*Findings:*
1. Test was incomplete as it did not test grammar.
2. Students experienced some difficulty with taped instructions, perhaps because of novelty.
3. Test items may have been biased, but deliberate selection was necessary.

*Conclusions:*
1. Research should be conducted into the effect of taped instructions in the student's native language.
2. The test should be given individually, with no time limit.
3. A vocabulary list of 1,000 words should be constructed using a sample of Canadian grade 5 students from various backgrounds.
4. The test, with modifications, could be used for diagnostic, placement, and achievement purposes.

*Special Features:*
1. /Bibliography/ -- 17 items
2. /Gleason, H.A./ -- English consonant phonemes
3. Recommended books and journals on /linguistic/s

*Tests Used in Research but not Included in Document:*
/English Competence Test/ (examples from each of the subparts are given)

*Notes:*
1. Instrument developed for New Canadian study
2. See note in ON00325 for interrelationships of New Canadian studies

Related Records: ON00325

Other System: ED 069 161

ISBN 0-88881-062-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00259**

**Eason, Gary; Crawford, Patricia**

**-- The Measurement of Socio-Economic Status : A Technical Note.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 30 p. ( -- Report ; 63) (/Longitudinal study of achieve/ment)

## SUBJECT

/SOCIOECONOMIC/ /STATUS/. /Student/s. Schools. /Toronto/
/Test/s: Blishen's Socio-Economic Index compared with Warner's Index of Social Class

## ABSTRACT

*Type of Study:*
Methodological; Literature review

*Purpose:*
To find an index of socioeconomic status (SES) that is better suited to the /Canadian/ and-or /urban/ setting than Warner's Index of Social Class, which was based on a small town in the United States.

*Sample:*
664 families from a previous Toronto study, for whom complete data were available. Data collected 1967.

*Methodology:*
Sample compared to Ontario population for SES using multiple regression and found basically the same. This permitted the use of Blishen's Socio-Economic Index based on Canadian population. Literature reviewed. Tables; percentages, chi-squares.

*Findings:*
1. While the /father/'s /education/ and /family/ /income/ contributed significantly to predicting the father's /occupational/ status, no further improvement resulted with the addition of the /mother/'s education or occupation.
2. Since father's education and mother's education are correlated ($r = .45$, $n = 669$, .01 level of significance), father's education could be approximated using mother's, if the former were unavailable.
3. While the Blishen and Warner measures of SES are similar, they are not identical. Blishen placed /teacher/s higher than Warner and did not always place /secondary school/ teachers above /elementary school/ teachers.

*Conclusions:*
The Blishen scale of SES is appropriate for use in Toronto and is superior to Warner's in terms of the base population from an urban, Canadian perspective.

*Special Features:*
1. /Bibliography/ pp. 13-15
2. Detailed procedures used to establish the validity of using Blishen's Socio-Economic Index with the Longitudinal Study of Achievement sample, Appendix C, pp. 26-30

*Tests Included in Document:*
/Warner's Index of Social Class/, pp. 17-19

*Tests Used in Research but not Included in Document:*
/Blishen's Socio-Economic Index/

*Notes:*
1. Study evolved from concerns that emerged in analyzing data from Longitudinal Study of Achievement (LSA).
2. For other studies in LSA series see notes 2 and 3, ON00231.

Related Records: ON00231

Other System: ED 069 710

ISBN 0-88881-063-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00260

Witzel, Anne

**-- Chinese Immigrants and China : An Introduction to the Multi-Media Package on China : Includes an Annotated List of Contents of the Package.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 21 p. ( -- Report ; 64)

## SUBJECT

/CHINA/
  /Culture/ and /history/
  Relations with /Hong Kong/
  /Annotated bibliography/

## ANNOTATION

The first part of this report is a cursory glance at Chinese traditions since ancient times. Topics are: cultural traditions; Confucius and the Confucian state; the establishment of Chinese civilization and its place in /South East Asia/; the penetration and influence of the West; and China in this century. As most Chinese /immigrant/s to Toronto are from Hong Kong, the political status of that colony and the uncertainty of its future relationship with China are also discussed. Included is a bibliography of 5 items.

The second part is an annotated listing of materials in the /multimedia/ package on China. These materials include: bibliographic guides to a variety of subjects; books on Hong Kong, Chinese philosophy, ancient technologies and arts, guerrilla warfare, cooking, etc.; slides; filmstrips; audiotapes; prints; a Hong Kong newspaper; a calendar; and a brochure.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Chinese students: ON00261, ON00262. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257; ON00261; ON00262

Other System: ED 077 778

ISBN 0-88881-064-4

Availability: MF $0.50, HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00261**

Witzel, Anne; Chapman, Rosemary

**-- A Critical Bibliography of Materials on China.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 22 p. ( -- Report ; 65)

## SUBJECT

/CHINA/

/Culture/ , /history/, /literature/, and /society/ -- /Audiovisual aid/s and books -- /Annotated bibliography/s

## ANNOTATION

Report reviews print and audiovisual materials that complement materials in the multimedia package on China. Three autobiographies are reviewed with emphasis on the 3-volume autobiography of Han Suyin. The seven scholarly and descriptive books listed under history and society deal primarily with the postrevolutionary period but include a survey of history from ancient times and a look at possible futures. Six books under culture and thought include works on: mythology; philosophy; religion; politics; and the fine, plastic, and culinary arts. The eight novels listed span six centuries, but the emphasis is on portrayals of life during the upheavals of the transition from old to new China, including flights to and life in /Hong Kong/. Two anthologies of prose, poetry, and drama are reviewed, as are two volumes of traditional and twentieth-century poetry.

Included under audiovisual materials are: filmstrips; study prints; slides, feature length and short films from Peking; American feature films on Chinese themes, and documentaries from a number of sources detailing Chinese traditions and contemporary conditions in China, /Taiwan/, and Hong Kong. Distributors and costs are indicated. Lists of sources for books and audiovisual materials in the multimedia package are also included.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Chinese students: ON00260 (multimedia package), ON00262. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257; ON00260; ON00262

ISBN 0-88881-065-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00262**

Chapman, Rosemary
**-- Education and Hong Kong.**
-- Toronto /Toronto Board of Education/, 1969. -- 20 p. ( -- Report ; 66)

SUBJECT

/HONG KONG/
  /Elementary school/s and /secondary school/s
  /Postsecondary/ education

ANNOTATION

This survey of educational structures and procedures in Hong Kong is presented against the background of physical conditions (massive and growing population, inadequate and overcrowded housing, and gross disparities of wealth) and of cultural traditions and pressures of life in the colony (Chinese religious and family traditions, family life, the status of women, and economic incentives for adopting the English language and Western customs).

The main focus is on primary education which is discussed in terms of: public vs. private financing and control; language of instruction, entrance examinations and assessment-promotion procedures; age levels of students; tuition fees; scarcity of places; classroom atmosphere, curriculum variations within the colony and rigidity within the schools; and variations of physical plant, equipment, and teacher standards.

Anglo-Chinese schools, Chinese middle schools, and technical and vocational schools are briefly discussed under secondary education. Discussed under higher education are: the University of Hong Kong; Chinese University; teacher training colleges; the unique postsecondary colleges; and the Technical College.

Also included in the report are: a /bibliography/ of 15 items; a diagrammatic representation of the education system; and comparative figures on population, geographical size, and rates of /illiteracy/ for Canada, China, and Hong Kong.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Chinese students; ON00260, ON00261. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257; ON00260; ON00261

Other System: ED 066 383

ISBN 0-88881-066-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00263**

Witzel, Anne

**-- Italian Immigrants and Italy : An Introduction to the Multi-Media Package on Italy : Includes an Annotated List of the Contents of the Package.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 13 p. ( -- Report ; 67)

## SUBJECT

/ITALY/

/Culture/, /economic conditions/ /history/, and /society/

## ANNOTATION

This introduction to the multi-media package on Italy was prepared to acquaint teachers with the culture from which many of their students came. /Southern/ Italy was chosen for study because most of Toronto's Italian /immigrant/s are from this area. The major theme discussed is the effects of acute /poverty/ on southern Italian society. Such factors as lack of modern industrialization, resistance to social change, superstition, apathy and fatalism, all seemingly reinforced by government, Mafia, and church, are cited as important influences to the lives of southern Italians. This /home/ /environment/ is discussed in relation to the upward /social mobility/ demonstrated by these immigrants in Toronto. The effects on the children of experiencing different cultural values at home and at school are discussed as a conflict of which teachers should be aware.

The multi-media package includes 9 diverse books on Italy, 12 art photographs, 3 filmstrips and taped music. It has been designed to help teachers understand the culture Italian children bring with them to Canadian society.

*Notes:*

Report written for teachers of /English/ as a /second language/. Related reports for Italian students: ON00264, ON00265. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257, ON00264, ON00265

Other System: ED 067 332

ISBN 0-88881-067-9

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00264**
Witzel, Anne; Chapman, Rosemary
**-- A Critical Bibliography of Materials on Italy.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 26 p. ( -- Report ; 68)

## SUBJECT

/ITALY/
/Culture/, /history/, and /society/ -- /Annotated bibliography/ -- /Literature review/s

## ANNOTATION

This bibliography and literature review provides information and materials about Italy, for both background knowledge and classroom use. The books, which are critically annotated, focus mainly on Southern Italy, its history, society, literature, and culture, although a general history of Italy is included, as are two works on Italian immigrants in North America. Particularly emphasized are books by and about Danilo Dolci, a dedicated reformer who, more than anyone, has made the modern world aware of the social problems of Southern Italy and /Sicily/. Special features of the report include 'Sources of Books in the Multi-Media Package on Italy,' 'A Bibliography of Audio-Visual Materials on Italy, Available for Rent or Purchase in and around Toronto,' and 'Sources of Audio-Visual Materials in the Multi-Media Package on Italy.'

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Italian students: ON00263, ON00265. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257; ON00263; ON00265

Other System: ED 066 406

ISBN 0-88881-068-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00265**
Chapman, Rosemary
**– Education and Italy.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 22 p. ( -- Report ; 69)

## SUBJECT

/ITALY/
/Elementary school/s and /secondary school/s
/Adult education/ and /postsecondary/ education

## ANNOTATION

As a background to this survey of educational institutions and procedures in Italy, the report describes: the conditions of economic deprivation, the high rates of /illiteracy/, and the traditional /attitude/s of people in southern Italy (the major source of immigrants to Canada); /family/ traditions and the status of women in Italian society generally; and the role and influence of the Catholic church in school administration and the teaching of religious studies. Adult education programs and the /Teleschool/ project are briefly described. Teacher training and teaching methods are noted.

Elementary schools are discussed in terms of: grade structure, student age upon entrance, nationwide standardization of /curriculum/; north-south disparities in the quality of equipment and books; the high incidence of grade repetition; and the high proportion of /dropout/s. The 3-year middle schools are examined, and the debate between classicists and progressivists over curriculum is explored. Discussed under secondary education are: the classical and scientific lycees, the great variety of technical and vocational schools operated by the state, the church, and private companies, and schools for fine and applied arts. Universities are briefly examined as bastions of the classical tradition suffering from problems of inadequate buildings and equipment and of very high dropout rates.

Tables give: standard curriculum in middle schools with hours devoted to each subject; sample curriculum of a classical lycee; and comparative figures for Canada and Italy on population, geographical size, rates of illiteracy, annual per capita income, and percentage distribution of the /labour force/. Also included is a diagrammatic representation of the Italian educational system and a /bibliography/ of 16 items.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Italian students: ON00263, ON00264. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257; ON00263; ON00264

ISBN 0-88881-069-5

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00266

Mowat, Susanne; Witzel, Anne

**-- Greek Immigrants and Greece : An Introduction to the Multi-Media Package on Greece : Includes an Annotated List of Contents of the Package.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 20 p. ( -- Report ; 70)

## SUBJECT

/GREECE/

/Culture/ /history/, and /society/

## ANNOTATION

This introductory paper is designed to encourage Toronto teachers, particularly those teaching Greek students /English/ as a /second language/, to further study of Greece, its history, culture, and society. The paper touches lightly on impressions of the land, contrasting these with actual topographical, climatic, and demographic features. It portrays rural and family life, focusing on the coffeehouse as a peculiarly Greek institution. After noting the deterrent a glorious tradition and history have been to progress, it gives a brief outline of the nation's modern history and attempts an explanation of the Greek character and personality Special features include an 8-item bibliography and 'The Contents of the Multi-Media Package on Greece.'

*Notes:*

Report written for teachers of English as a second language. Related reports for Greek students: ON00267, ON00268. See ON00257 for listing of reports for other ethnic groups

Related Records: ON00257; ON00267; ON00268

Other System: ED 077 779

ISBN 0-88881-070-9

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00267
Witzel, Anne; Chapman, Rosemary
**-- A Critical Bibliography of Materials on Greece.**
-- Toronto /Toronto Board of Education/, Research Dept., 1969. -- 22 p. ( -- Report ; 71)

### SUBJECT

/GREECE/
/Culture/, /history/, and /society/ -- /Annotated bibliography/ -- /Literature review/s

### ANNOTATION

This /bibliography/ and literature review provides teachers with information and material about Greece, both for background knowledge and classroom use. The books, which are critically annotated, are divided into three categories: travel, the past, and the present.

The compilers emphasize the fact that, due to the dearth of modern Greek writing, much of the literature cited is a reflection of the impressions of English and American visitors; however, works of authors who have made a thorough study of the country or have lived in Greece for many years present reasonably reliable descriptions of Greek history, politics, and social customs. They list scholarly works and anthologies of ancient Greek mythology and poetry to provide the teacher with valuable insights into Greek culture and a basis for understanding the nation's history. They note that the most compelling and informative books on modern Greece are those written by Greek politicians, poets, and novelists - the most famous of the latter being Nikos Kazantzakis, whose works have been translated into many languages.

Special features include: 'Sources of Books in the Multi-Media Package on Greece'; 'A Bibliography of Audio-Visual Aids on Greece, Available for Rent or Purchase in and Around Toronto'; 'A Bibliography of Greek Films Available for Rent or Purchase in the Toronto Area'; and 'Sources of Audio-Visual Materials in the Multi-Media Package on Greece'.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Greek students: ON00266, ON00268. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257, ON00266, ON00268

ISBN 0-88881-071-7

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00268**

Chapman, Rosemary
**-- Education and Greece.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 21 p. ( -- Report ; 72)

SUBJECT

/GREECE/
 /Education/ and /family life/

ANNOTATION

A /discursive/ study which attempts to give teachers some background on Greek education and family life. It briefly describes the predominantly rural culture, and the hard, simple life of most Greeks.

The 6-grade compulsory elementary educational system is discussed in terms of: proportion of population enrolled and graduated, lack of kindergartens; /parental/ expectations; amount of /homework/; subjects studied; structured /teaching method/s and strictness of /discipline/; /teacher/ as an authority figure; changing role of teacher from a respected person to a representative of remote interfering control.

Family life is described with emphasis on closeness of family ties, intense family loyalties, authoritarian father, qualities of pride in independence, and the role of women.

Schools are discussed in terms of: differences between /urban/ and /rural/ school, higher /illiteracy/ levels in rural areas, with women comprising the major group; quality and quantity of schools; equipment; libraries; teachers; curriculum; gymnasia, classical secondary schools; intended reforms in curriculum; technical and vocational schools and attitudes towards them; and higher education and the shortage of places. A final note draws a profile of a typical Greek student.

Special features include a 14-item /bibliography/, a diagram of the educational system in 1965; and some comparative statistics for Canada and Greece.

*Notes:*
Report written for teachers of /English/ as a /second language/. Related reports for Greek students: ON00266, ON00267. See ON00257 for listing of reports for other ethnic groups.

Related Records: ON00257, ON00266; ON00267

Other System: ED 066 384

ISBN 0-88881-072-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00269
Mowat, Susanne
-- **Reception Areas of Non-English Speaking Pupils : An Extension of Cost Analysis Data.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 13 p. ( -- Report : 73)

SUBJECT

/NON-ENGLISH SPEAKING/ /STUDENT/S. /Elementary school/s. /Toronto/
/First language/ related to residence
/Curriculum/ subjects: /English/ /language/. Special programs

ANNOTATION

This report presents visually some of the data collected in January 1968 for the '/Cost/ Analysis of New Canadian Instruction' (ON00249). Included is a table from that report listing the mother tongues of 4,214 students receiving instruction in English as a /second language/ at elementary and secondary schools and at Main St. School. For this report, only students at elementary schools were considered. Maps indicate where approximately 80% of students of a particular language group settle, at least temporarily, upon arrival. Maps show: location of Toronto elementary schools; reception areas for the 6 most populous /immigrant/ /group/s (/Italian/, /Portuguese/, /Greek/, /Chinese/, /Polish/, and /Yugoslav/); areas where 8 or more languages are represented; and areas where no students are receiving special instruction in English.

Related Records: ON00249

Other System: ED 074 795

ISBN 0-88881-073-3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00270

Rogers, Rex S.

**-- A Consolidated Report on the 'Draw-A-Classroom' Test : A Study of the Drawing Behaviour of Children in Toronto Public Schools.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 49 p. ( -- Report ; 74) (/Longitudinal study of achieve/ment)

## SUBJECT

/VISUAL MEASURE/S. /Student/s. /Elementary school/s
Draw-A-Classroom Test. /Use/ -- Study regions: /Toronto/ -- Study examples: /JK-Grade 4/

## ABSTRACT

*Type of Study:*

Experimental; Literature review

*Sample:*

8,685 students were given Draw-A-Classroom(DAC) Test. 40,000 colour /drawing/s by junior and senior kindergarten students (JK) and (SK), and by those same students in grades 1-4, were analyzed. Smaller samples of students used for various experiments. Data collected 1960-68.

*Methodology:*

Test A: effects of maturity on DAC (100 random students JK-grade 4). Test B: effect of JK (550 students with JK compared to 550 without JK experience). Test C: relationship between use of numerals in DAC in kindergarten and later mathematical achievement. Test D: independent judges attempted to decide from two drawings which drawing was done by a child 'referred' to Child Adjustment Services (n = 192 pairs). Tables.

*Findings:*

1. Test A: realism, skill, and conformity to directions increased with age.
2. Test B: effects of JK experience on improvement were temporary (n = 1,100 pairs)
3. Test C: spontaneous use of number symbols in DAC does not serve as an indicator of grade 1 number understanding.
4. Test D: judges 'referred' the correct student at a level of only 13% above that which could have been achieved by random guessing. Experienced judges no more accurate than those with less experience.

*Conclusions:*

1. The DAC Test is not a proper tool for early identification of learning problems or mathematical /ability/.
2. DACs reveal no long-term benefits of JK.
3. The DAC may be useful as a therapeutic tool and a vehicle of /student-teacher/ /communication/ and rapport.

*Special Features:*

1. /Bibliography/, pp. 40-49
2. Microfilm collection of 40,000 DACs at Board of Education

*Tests Included in Document:*

/Draw-A-Classroom Test/, including administrative procedure and coding method

*Notes:*

1. Draw-A-Classroom Test (DAC) was originally devised for the Longitudinal Study of Achievement (LSA).
2. Overview of test ON00232; scoring manual ON00233. ON00247, ON00252, ON00253 evolved from observations of DAC scores. Literature reviews: ON00239, ON00241.
3. Journal article summarizes reports on DAC: /Wright, Edgar N./; Rogers, Rex S. -- 'A Study of Children's Drawings of Their Classrooms.' -- Journal of Educational Research, 64 (no. 8 1971) 370-374.
4. For other studies in LSA see notes 2 and 3, ON00231.

Related Records: ON00231; ON00232; ON00233; ON00239; ON00241; ON00247; ON00252; ON00253

Other System: ED 068 580

ISBN 0-88881-074-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00271**

Saif, P.S.; Sheldon, M.E.

-- **An Investigation of the Experimental French Programme at Bedford Park and Allenby Public Schools.**

-- Toronto /Toronto Board of Education/, Research Dept., 1969. -- 113 p. ( -- Report ; 75)

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Grades 2-4/. /Allenby P.S./ and /Bedford Park P.S./ Toronto
  /Pilot/ /program/s
/BILINGUAL/ISM. /Student/s. /School/s
  Effects on /academic achievement/, language /development/, and /mental/ development
/SECOND LANGUAGE/. Students. Schools
  /Learning/ related to /age/. /attitude/s, and /instruction/

## ABSTRACT

*Type of Study:*

Descriptive. Research review

*Purpose:*

To describe a pilot French program in grades 2-4 of two Toronto schools; to examine /research/ and opinions on second language learning.

*Sample:*

358 /parent/s of grade 2 students and 37 /principal/s and grade 2 /teacher/s at 11 schools selected to reflect English speaking and non-English speaking backgrounds (/Italian/, /Chinese/, /Greek/, /Portuguese/, and /Polish/); 25 resource personnel at Education Centre. Data collected 1969.

*Methodology:*

Activities, methodologies, materials, and evaluation procedures used in French program outlined. Research reviewed: theories of bilingualism; effects of bilingualism on language development, achievement, mental development, and /social/ /adjustment/; optimum age for second language learning; language aptitude; attitudes and motivations. Self-made questionnaire. Percentage tables.

*Findings:*

1. Second language learning will not hamper achievement if student is fluent in language of instruction but may facilitate learning all subjects; have a positive effect on /intelligence/; and encourage greater /verbal/ /skill/s, mental flexibility, and ease of concept formation.
2. Studies show bilingual students to be socially maladjusted, a product of biculturalism rather than of bilingualism.
3. Some consensus on neurophysiological rather than experimental evidence that early childhood is the optimum time for second language learning; other studies show adults and adolescents learn another language just as rapidly.
4. No accurate predictors of language aptitude found, but linguistic interest, associative memory, inductive learning , and sound discrimination identified as related skills; motivation and orientation shown to be as important as aptitude.
5. Majority of parents believed: life in Toronto requires second language; one particular language should be chosen; a bilingual immigrant should learn a third language, a second language will improve students' English; and second language learning should be compulsory for /university/ students. Minority of educators agreed.
6. Majority of all agreed: a second language will provide more job opportunities; students whose first language is not English should receive academic credit for the language. French should be taught in all Toronto schools; and a new language does not hinder development of English.
7. Majority of /resource/ /personnel/ would not make a second language compulsory at any educational level.

*Special Features:*

/Bibliography/ --124 items

*Tests Included in Document:*

Self-made /questionnaire/

Other System: ED 065 005

ISBN 0-88881-075-X

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00272

Ramsey, Craig A.; Wright, Edgar N.

**-- Students of Non-Canadian Origin : The Relation of Language and Rural-Urban Background to Academic Achievement and Ability.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 48 p. ( -- Report ; 76) (/New Canadian study/)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Immigrant/ /student/s. Schools
related to /language/ and /rural/ or /urban/ /background/ -- Study regions: /Toronto/ -- Study examples: /grade 5/, /grade 7/ and /grade 9/

## ABSTRACT

*Type of Study:*

Comparative

*Sample:*

5,681 students in grade 5, grade 7, and grade 9 selected by random sample of 25% of classes (excluding special education and opportunity classes).

*Methodology:*

Background data from student questionnaire. Tests measuring English competence, arithmetic skills, and general level of intelligence administered. Teacher ratings collected. Students divided into Group A (Canadian born, English monolinguals); Group B, (Canadian born bilinguals); Group C (Non-Canadian born, English monolinguals); and Group D (Non-Canadian born bilinguals). Further subdivision according to urban background (Groups A1, B1, C1, and D1) and rural background (Groups A2, B2, C2, and D2). Data collected 1968.

*Findings:*

1. Ranking of mean ages consistent in all 3 grades, with Group B having the lowest mean age, followed by Groups A, C, and D.
2. Group B showed better performance than Group A on /computation/al /skill/s, picture vocabulary, and Progressive Matrices measures.
3. Group D consistently showed the poorest performance on the six tests of /English/ language skill.
4. Teacher ratings ranked Group B in first place in all grades.
5. Group A's second place ranking in grade 5 and grade 7 consistently fell to last place in grade 9.
6. Rural background predominant only for Group D.
7. Urban students ranked higher than students with a rural background.
8. Tests involving language skills were the least sensitive to differences in rural-urban background.
9. Only for Group D did the rural-urban factor have no clear effect on achievement.

*Tests Used in Research but not Included in Document:*

Battery of tests including /Test of Basic English Skill/s; Raven /Progressive Matrices/ Test; /Teachers' Rating Questionnaire/

*Notes:*

Further analysis of data collected for New Canadian study. See note in ON00325 for interrelationship of New Canadian studies.

Related Records: ON00325

ISBN 0-88881-076-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00273

Ramsey, Craig A.; Wright, Edgar N.

**-- The Graduate Study.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 41 p. ( -- Report ; 78) (/New Canadian study/)

## SUBJECT

/IMMIGRANT/S. /Non-English speaking/ /student/s. /School/s.

/Curriculum/ subjects: /English/ /language/. Programs: /immersion/ /program/s compared with /withdrawal/ programs - Study examples: /Main St. School/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare the results of 2 programs designed to teach English as a /second language/.

*Sample:*

Total sample of 287 students: 107 graduates of Main St. School cultural immersion program (42 students had attended a similar program at Givins P.S.); 180 graduates of withdrawal programs operated in elementary schools. Students matched for native language, age, and sex. Data collected 1968.

*Methodology:*

Data on student /background/ and school /experience/ collected. Performance levels based on the 10 measures, including teacher ratings, used throughout the New Canadian study. Analysis based on group performance because of problems inherent in sample.

*Findings:*

1. The 2 groups could not be well matched on either native language or age.
2. On most background and experience variables there were no significant differences between the 2 groups. Graduates of withdrawal programs were more likely to have attended night or summer school and to be from a rural background.
3. A number of social factors could not be controlled.
4. The term 'graduate' was misleading, as students from both groups continued to receive English language instruction in some form after leaving Main St. and withdrawal programs.
5. Scores for each group on test measures were not significantly different, with the single exception of a slight advantage on /computation/al /skill/ shown by withdrawal group.
6. Both groups performed below the average level of students of the same age in regular classes.

*Tests Included in Document:*

Self-made student background /questionnaire/

*Notes:*

See note in ON00325 for interrelationships of reports in New Canadian study.

Related Records: ON00325

Other System: ED 074 794

ISBN 0-88881-078-4

Availability: MF - $0.50 HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00274

Rogers, Rex S.

**-- Who Leaves and Why? : Pupil Attrition in Toronto Public Schools. Selected Statistics from the Study of Achievement.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 29 p. ( -- Report ; 79) (/Longitudinal study of achieve/ment)

## SUBJECT

/DROPOUT/ RATES. /Student/s. /Elementary school/s. /Toronto/
related to /first language/ and /grade level/s

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Sample:*
All /senior kindergarten/ (SK) students in Toronto in fall 1961 (n = 8,695), including 1,486 /junior kindergarten/ graduates. Data collected 1960-1968.

*Methodology:*
Data collected from Pupil Profile Folders, Student Mobility Cards, and referrals to Child Adjustment Services. Student attrition was studied over a seven-year period. Tables; graphs; percentages.

*Findings:*
1. Of the original 8,695 students, only 4,779 (or 55%) were still in the Toronto public school system seven years later.
2. Of the 3,916 who left the Toronto school system, 47% had gone to borough schools, 22% to /separate school/s, 2.3% to /private school/s, 0.5% were 'deceased, excluded, sanitorium, or Children's Aid Society,' and 4% were 'destination unknown.'
3. Attrition was higher among students with /English/ as a /second language/ (ESL), 51%, than among monolingual students, 42%.
4. The rate of attrition (as a percentage of sample students remaining in the Toronto system) declined from 11.5% in each of the first two years (SK and grade 1) to only 5% in the seventh year (grade 6). Half of all attrition occurred in the first two years.
5. Attrition to separate schools was almost twice as likely among ESL students as among monolinguals, except for students referred to Child Adjustment Services.

*Conclusions:*
The high rate of attrition, particularly for ESL students, presents difficulties in long-term planning for individual students.

*Special Features:*
1. /Bibliography/ -- 6 items
2. Appendix of tables and graphs

*Notes:*
1. Study stimulated by estimates of attrition rate needed for reports ON00275 and ON00277.
2. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.

Related Records: ON00231; ON00275; ON00277

ISBN 0-88881-079-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00275**

Rogers, Rex S.; Wright, Edgar N.

-- **The School Achievement of Kindergarten Pupils for Whom English is a Second Language : A Longitudinal Study Using Data from the Study of Achievement.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 26 p. ( -- Report ; 80) (/Longitudinal study of achieve/ment)

## SUBJECT

/FIRST LANGUAGE/. /Non-English speaking/ /student/s and students with /English/ as a /second language/.
/Kindergarten/s
related to subsequent /academic achievement/
FIRST LANGUAGE. Students with English as a second language. /Grades 1-3/
related to academic achievement -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Descriptive, Longitudinal

*Sample:*

All 1961-62 senior kindergarten (SK) students continuing in Toronto schools through grade 3. Data collected 1961-1968. Random subsamples for some measures.

*Methodology:*

Data retrieved from Longitudinal Study of Achievement Series. Students speaking English as a second language (ESL) compared to students speaking English only (Monolinguals). Tables; graphs; percentages.

*Findings:*

1. Slightly over one-third of sample (35%) were ESLs. Of the 35%, 28% knew two languages, while 7% could speak only a non-English language.
2. /IQ/, teacher ratings, and /standardized test/s showed that, while average scores for ESLs were at first 10% lower than average Monolingual scores, by grade 1 these differences were almost totally overcome and ESLs appeared to achieve a slight (1%) advantage in grades 2 and 3.
3. A subsampling (n = 45 students for each country) of students where both parents came from the same country showed that /British/ and /German/ groups began near or even above the level of Canadian born and remained so through grade 3, while /Portuguese/ and /Italian/ groups showed initally lower achievement in Metropolitan Achievement Tests (MAT). Both groups approached the average of the Canadian born sample by grade 3. Interestingly, while the Italian group averaged 92% in grade 3 MAT scores, the average grade 3 teacher rating placed the Italian group 30% below the Canadian born.

*Conclusions:*

1. The ESL student has an average pattern of school performance distinctly different from that of the Monolingual student.
2. ESL students are not a homogeneous group; they vary in the deficits and-or assets with which they enter the school system.
3. Further studies should be made to determine reasons for slightly superior performances of ESL students at the end of grade 3 and to establish whether this trend continues.

*Special Features:*

1. /Bibliography/ -- 20 items
2. Appendices: extrapolated values and data, report of procedures

*Tests Used in Research but not Included in Document:*

Pupil Profile Folders; /Teachers' Rating Questionnaire/s; /Metropolitan Achievement Test/s; /Otis Quick-Scoring Mental Abil/ity Tests; Student Mobility Cards; Referrals to Psychological Services

*Notes:*

For other studies in Longitudinal Study of Achievement see notes 2 and 3, ON00231.

Related Records: ON00231

Other System: ED 066 220

ISBN 0-88881-080-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00276**

Mowat, Susanne

**-- Main Street School and Regional Reception Centres : A Comparison of Graduates.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 52 p. ( -- Report ; 81) (/New Canadian study/)

## SUBJECT

/IMMIGRANT/S. /Student/s. /School/s. /Toronto/

Special programs: /Main St. School/ compared with /Regional Reception Centre/s

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare the experiences and feelings of immigrant students who had graduated from a special program at a separate New Canadian facility (Main St. School) with those of immigrant students who had graduated from similar programs at Regional Reception Centres attached to regular schools.

*Sample:*

21 students who had attended Regional Reception Centres (RCC); 23 students who had attended Main St. School (MSS). Students matched for sex and native language. Data collected 1968-69.

*Methodology:*

Semistructured interviews conducted in English. Teacher ratings collected and compared for 15 matched pairs.

*Findings:*

1. A majority of students in both programs felt that the school's main goal should be to improve /English/ /vocabulary/ and/pronunciation/
2. MSS graduates gave more varied responses when asked what help the program had provided.
3. MSS graduates reported more positive first day experiences.
4. In both programs students tended to make friends primarily within their own ethnic group and to speak English infrequently.
5. A majority in both groups reported language difficulties, particularly in /history/ and /geography/, upon entering the regular school program.
6. MSS graduates were more critical of the special program, especially of permissiveness in the classroom.
7. Students in both programs reported that negative, discriminatory comments were made by other students in regular schools.
8. RRC graduates were rated higher than MSS graduates on acceptance of classroom goals and active contributions to class activities.
9. With the exception of finding 8, teacher ratings showed no significant difference between RRC and MSS graduates and other grade 9 students.
10. MSS graduates tended to be more academically oriented.

*Conclusions:*

A more structured program would reflect the student's priorities of language instruction over cultural integration.

*Tests Included in Document:*

/Teachers' Rating Questionnaire/, self-made /interview/ schedule

*Notes:*

See note in ON00325 for interrelationship of New Canadian studies.

Related Records: ON00325

Other System: ED 069 159

ISBN 0-88881-081-4

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00277**

Rogers, Rex S.

-- **Referrals to Child Adjustment Services : A Longitudinal Study Using Data from the Study of Achievement.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1969. -- 49 p. ( -- Report ; 82) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Elementary school/s. /Toronto/

Referral to /psychological/ /service/s : /Child Adjustment Service/s

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To examine the timing and stated causes of first referrals to Child Adjustment Services and the /characteristic/s of the children referred.

*Sample:*

Students from the Study of Achievement population who were referred to Child Adjustment Services (n = l,840). Data collected 1960-1968

*Methodology:*

Data from school records, IQ, achievement scores, and teacher ratings. Tables; graphs; percentages.

*Findings:*

1. Proportion of the sample referred for the first time held constant at about 4% per year, but stated reasons for referral varied considerably.
2. Of students who remained in Toronto from senior kindergarten to grade 6, the percentages being referred were: /English speaking/ only, /male/s 47%, /female/s 24%; students with /English/ as a /second language/, males 31%, females 19%.
3. From 1960-1968 the referral reasons reported as marked im/maturity/, /speech/ difficulty, and /language/ /problem/s appeared less frequently, while poor school progress, school /placement/, and poor /study/ /habit/s, were given more often.
4. Male students were likely to be referred for bizarre /behaviour/, behaviour disorders, poor study habits, and resentment of authority, while female students were likely to be referred for /emotional/ disturbance or /psychometric/ request.
5. Except for bright students among the psychometric request referrals, the referred student was typically below average on all measures of achievement considered in the study.
6. Over the 7-year period, average frequencies of each reason for referral were: poor school progress and school placement 32%; marked immaturity 15%; psychometric request 11%; and poor study habits 7%.

*Conclusions:*

1. Subjective judgements may account for the stability of referral rates; changes in reasons for referral may reflect alteration in judgmental context as children progress through school.
2. The referral process could be useful in developing teaching-learning programs as well as for remediation of acute problems.

*Special Features:*

/Bibliography/ -- 6 items

*Tests Used in Research but not Included in Document:*

Pupil Profile Folders; /Teachers' Rating Questionnaire/s; /Metropolitan Achievement Test/s; /Otis Quick-Scoring Mental Abil/ity Tests; Student Mobility Cards, and record of referrals

*Notes:*

1. Journal article based on Toronto Board Reports 56, 57, 74, and 82: Rogers, Rex S., /Wright, Edgar N./ -- 'A Study of Children's Drawings of Their Classroom', -- Journal of Educational Research, 64 (April 1971) 370-374.
2. For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON000231.

Related Records: ON00321

ISBN 0-88881-082-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00278**

Crawford, Patricia; Eason, Gary

**-- School Achievement : A Preliminary Look at the Effects of the Home.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 50 p. ( -- Report ; 83) (/Longitudinal study of achieve/ment)

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. Schools
related to /family life/, /IQ/, and /socioeconomic/ /status/ -- Study regions: /Toronto/

ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

721 out of 845 parents of students remaining in the Toronto system from 1960-1967. Data collected 1961-1967.

*Methodology:*

Interviews of parents conducted in 7 languages with self-made questionnaires. Sample was found representative of the /urban/ /Ontario/ population in terms of income, education, and occupation. Data collected from teacher ratings, Otis Mental Ability Tests, and Metropolitan Achievement Test (MAT). Tables; multiple regression.

*Findings:*

1. Of the 8 home environment variables considered, only /parent/s' anticipated education for the child and number of suitable /book/s in the home were found to be useful predictors of achievement.
2. The student's IQ score was the most useful single factor in predicting MAT performance. The IQ score plus the two home variables given in Finding 1 together explained about 30% of all achievement variability and constituted the three strongest predictive factors.
3. Where both IQ and home /environment/ were known, the inclusion of socioeconomic status added no power to predict achievement except for the /language/ subtest of MAT. Alone, socioeconomic status accounted for 9% of the variance in achievement.

*Conclusions:*

Level of predictibility might be higher if all the data were collected in the same year. For this study, IQ data were collected one year before MAT was administered and home data were gathered two years later.

*Special Features:*

1. /Bibliography/ -- 11 items
2. Appendix, multiple regression tables

*Tests Included in Document:*

/Teachers' Rating Questionnaire/, parental /interview/

*Tests Used in Research but not Included in Document:*

/Metropolitan Achievement Test/, /Otis Quick-Scoring Mental Abil/ity Tests

*Notes:*

For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231.

Related Records: ON00231

Other System: ED 047 777

ISBN 0-88881-083-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00279**

Garthson, Judy; Crawford, Patricia

**-- Early Education : An Appraisal of Research.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 48 p. ( -- Report ; 84) (/Longitudinal study of achieve/ment)

## SUBJECT

/PRESCHOOL/ EDUCATION. /Culturally disadvantaged/ /student/s. /Urban/ areas
/Program/s

## ABSTRACT

*Type of Study:*

Literature review

*Purpose:*

To evaluate early childhood education programs for culturally disadvantaged urban children.

*Sample:*

Studies published from 1948-1969.

*Methodology:*

Brief review of growth of the early education movement, followed by survey of literature on early education projects: /Head Start/; O.K. Moore /Edison Responsive Environment/; /Montessori/; Bereiter and Engelmann; /Perry Preschool Project/; Gray and Klaus - /Early Training Project/; and /Brunswick Cornwallis Project/.

*Findings:*

1. Head Start's major success was revelation of problems involved. Major failures resulted from rush to implementation, which led to lack of teacher preparation, inadequate planning for evaluation, and unreliable measures. Major goal was /academic achievement/; 8 weeks could not effect a statistically significant gain and slight gain did not persist more than 6-8 months into the school program. Medical and nutritional improvements were made, families were informed of social services. Greatest gain made by children was in social /maturity/.
2. Moore's talking typewriter was a developmental project that suffered from inadequate curriculum revision to accompany the child's experience in the responsive environment. Little research published.
3. Montessori also stressed auto-education but offered teachers more instructional materials. Paucity of systematic research relating to culturally disadvantaged children.
4. Bereiter and Engelmann used a highly structured direct verbal instruction program that focused on /cognitive/, academic /objective/s: /arithmetic/, /language/, and /reading/. This approach consistently improved student /IQ/s after several months. Two studies showed gains of a year's growth in auditory vocal ability in the same period, with the students reaching the average of the nondisadvantaged students.
5. The Gray and Klaus program of three consecutive summer camps plus a winter home visitor for two years gave early significant improvements over controls that faded after both groups entered elementary school.
6. Weikart's Perry Preschool Project emphasized cognitive and language goals, involved a morning and home visit program, and resulted in significant gains that generally disappeared by the end of kindergarten.

*Conclusions:*

1. Programs directed towards limited aspects of the child's development have success in these areas for a limited time.
2. No program has been demonstrated to make a major change which continues to be visible when the child continues to live and develop in the same environment and when the school system remains relatively the same.

*Special Features:*

/Bibliography/, pp. 45-48

*Notes:*

1. Literature review for Longitudinal Study of Achievement (LSA). Other literature reviews: ON00230, ON00235.
2. For other studies in LSA, see notes 2 and 3, ON00231

Related Records: ON00230; ON00231; ON00235

ISBN 0-88881-084-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00280**

Ramsey, Craig A., Wright, Edgar N.
-- **Language Backgrounds and Achievement in Toronto Schools.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 36 p. ( -- Report ; 85) (/New Canadian study/)

## SUBJECT

//ACADEMIC ACHIEVEMENT/. /Immigrant/ /student/s
related to /age/ at immigration, /birthplace/, and /first language/ -- Study regions: /Toronto/ -- Study examples: /grade 5/, /grade 7/, and /grade 9/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine if /cultural/ differences produce distinct patterns of performance.

*Sample:*
2,103 students in grade 5, grade 7, and grade 9; 1,443 students in the 8 largest /language/ groupings (/Chinese/, /French/, /German/, /Greek/, /Italian/, /Polish/, /Portuguese/, and /Ukrainian/) included in analysis. Data collected 1968.

*Methodology:*
Language groups selected for inclusion in analysis on basis of adequate representation in grade levels, each language group subdivided into: (a) students born in Canada who learned English as a second language; (b) non-Canadian born students who learned English as a second language and who arrived in Canada at age 6 or younger; (c) non-Canadian born students who arrived in Canada at age 7 or older. Battery of tests. Means expressed graphically.

*Findings:*
1. Second generation immigrants, who were born in Canada and learned English as a second language, performed above grade average on most measures.
2. The general superiority of students born in Canada was most apparent in grade 9.
3. Students who arrived at age 7 or older showed the poorest performance.
4. The pattern of scores for Chinese students was distinct from those of European language groups.
5. Data concerning parents' education were unusable because of a high proportion of 'don't know' responses.

*Conclusions:*
1. No clear patterns of performance are observable on the basis of language alone.
2. Areas of strength and weakness vary with grade as well as cultural background.

*Special Features:*
Tables showing frequencies for each language group

*Tests Used in Research but not Included in Document:*
Battery of picture vocabulary and computational skill tests; Raven /Progressive Matrices/ Test; /Teachers' Rating Questionnaire/; self-made /Test of Basic English Skill/s

*Notes:*
Further analysis of data from ON00256. See note in ON00325 for interrelationships of New Canadian studies.

Related Records: ON00325

Other System: ED 078 698

ISBN 0-88881-085-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00281**

Crawford, Patricia; Speers, Robert

-- **Classroom Management : Some Answers From the Behaviourists.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 38 p. ( -- Report ; 86)

SUBJECT

/BEHAVIOUR/. /Student/s. /Elementary school/s
  Modification. Techniques and implications
  /Role/ of /teacher/s -- Manuals

ANNOTATION

An introductory handbook for teachers on the principles and practices of /Behaviour Modification/ (BM) in which BM methods are considered as the more systematic application of normal techniques of /student-teacher/ /interaction/. Discussed are: the background of BM; the role of the teacher; the conditions under which different reinforcers should be applied, with particular consideration given to the role of /punishment/; the implications of BM for the concept of /mental health/, and ethical implications. Three case histories are presented outlining programs involving: a withdrawn 4-year-old in /nursery school/; a /hyperactive/ 9- year-old in /grade 2/; and an entire /kindergarten/ class in which a token economy was implemented. Included are a /bibliography/ of 26 items and brief extracts from papers delivered to the American Educational Research Association meeting of 1970.

Other System: ED 066 429(but not available from EDRS)

ISBN 0-88881-086-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00282

Ramsey, Craig A.; Wright, Edgar N.

**-- Students of Non-Canadian Origin : Age on Arrival, Academic Achievement and Ability.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 40 p. ( -- Report ; 88) (/New Canadian study/)

### SUBJECT

/ACADEMIC ACHIEVEMENT/. /Immigrant/ /student/s. /School/s
related to /age/ at immigration -- Study regions: /Toronto/ -- Study examples: /grade 5/, /grade 7/, and /grade 9/

### ABSTRACT

*Type of Study:*
Comparative

*Sample:*
1,475 students in grade 5, grade 7, and grade 9 who were born outside Canada. Data collected 1968.

*Methodology:*
Sample divided into 2 groups: (a) Monolinguals - non-Canadian born students who learned English as a mother tongue; (b) Bilinguals - non-Canadian born students who learned /English/ as a /second language/. Scores on 10 test measures collected; mean scores for monolinguals and bilinguals compared on basis of age on arrival in Canada. For each group, correlation coefficients between scores and age on arrival calculated. Means calculated at each grade level for each group.

*Findings:*
1. No linear relationship was apparent between test scores and age on arrival.
2. Performance levels for early arrivals in both groups were similar and showed no relationship to age on arrival.
3. Late arrivals in both groups had lower test scores.
4. Higher performance levels for monolingual students were most apparent on measures of /language/ /skill/s.
5. A steady decline of performance levels, particularly on English language skills measures, was apparent for bilingual students who had arrived in Canada over the critical age of 6 or 7 years.

*Conclusions:*
1. Both English speaking and non-English speaking immigrants suffer handicaps which may take two years to overcome.
2. Age on arrival is a factor in future academic achievement, especially in English, if the student is over 6 or 7 years of age on arrival.

*Tests Used in Research but not Included in Document:*
Battery of picture vocabulary and computational skill tests; Raven /Progressive Matrices/ Test; /Teachers' Rating Questionnaire/; self-made /Test of Basic English Skill/s

*Notes:*
1. Further analysis of data from ON00256. See note in ON00325 for interrelationships of New Canadian studies.
2. Journal article based on study Ramsey, C.A. ; Wright, E.N. -- 'Age and Second Language Learning.' -- Journal of Social Psychology, 94 (1974) 115-121.

Related Records: ON00325

ISBN 0-88881-088-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00283**

Schroder, Carole A.; Crawford, Patricia

-- **School Achievement as Measured by Teacher Ratings and Standardized Achievement Tests.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 56 p. ( -- Report ; 89) (/Longitudinal study of achieve/ment)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s
/Standardized test/s: Metropolitan Achievement Test compared with Teachers' Rating Questionnaires
/IQ/ (Otis Quick-Scoring Mental Abilities Test). Students. Elementary schools
related to academic achievement (Metropolitan Achievement Test) and academic achievement (Teachers' Rating Questionnaire) -- Study regions: /Toronto/ -- Study examples: /grades 2-3/, and /grade 6/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
520 students from the original population in the longitudinal study of achievement (n = 8,695). Data collected 1962-1967.

*Methodology:*
Data collected from review of literature; Teachers' Rating Questionnaires (TRQ), grades 3 and 6; Metropolitan Achievement Test (MAT), grade 3. Otis Quick-Scoring Mental Ability Test (IQ), grade 2. A predicted MAT score was compared to actual MAT performance to determine which students were underachievers, average, or overachievers, ranked on a 5-point scale. Tables; means, graphs; correlations.

*Findings:*
1. Mean IQ for all five groups was about the same, ranging from 103 for extreme overachievers to 107 for average.
2. While MAT scores showed 44-47% of the sample as average on a five-point scale, TRQ showed only 32% in this category.
3. For grades 3 and 6 respectively, MAT averages correlated most strongly with TRQ areas of /performance/ (r = .69 and .62) and prediction of future schooling (r = .67 and .65), and least well with /adjustment/ (r = .50 and .42) and /creativity/ (r = .50 and .45). In every case, the correlation diminished slightly from grade 3 to grade 6.
4. The correlation between grade 3 and 6 TRQs was least regarding creativity rating (r = .41) but otherwise similar, ranging from prediction(r = .53) to performance (r = .57). These could be considered moderate agreements.
5. TRQs for both grades appeared to be related to 5-point achiever scale, especially in performance.
6. IQ was more strongly correlated with MAT scores than TRQ for grade 3, (r = .54 and .41 respectively).

*Conclusions:*
1. Standardized tests measure different things than TRQs, with the logical exception of performance.
2. Performance areas of TRQs give a better prediction of MAT scores than IQ tests.
3. As teachers use /classroom/ performance more than recorded IQ scores in making their ratings, TRQs are an important and dependable adjunct to use of standardized achievement tests.

*Special Features:*
/Bibliography/ -- 8 items

*Tests Included in Document:*
/Teachers' Rating Questionnaire/s, grades 3 and 6

*Tests Used in Research but not Included in Document:*
/Otis Quick-Scoring Mental Abil/ity Test; /Metropolitan Achievement Test/

*Notes:*
Further study on Longitudinal Study of Achievement population. For interrelationships of studies in series see notes 2 and 3, ON00231

Related Records: ON00231

ISBN 0-88881-089-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00284**

Crawford, Patricia; Hambleton, Donald Charles
**-- In-Service Programmes : Changing Teacher Attitudes?**
-- Toronto : /Toronto Board of Education/, Research Dept., 1970. - 83 p. ( -- Report ; 90)

## SUBJECT

/TEACHER/S. /Elementary school/s. /Inner city/
/Attitude/s. Effects of /inservice/ education -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To determine the effectiveness of an /orientation/ /program/ (OP) in an inner city elementary school.

*Sample:*
18 teachers in an OP at an inner city school (A); 18 teachers at another inner city school (B) without an OP. Small sample of non-teachers and sample of 20 teachers (7 elementary; 8 secondary; and 5 with experience at both levels) used to test instrument sensitivity. Data collected 1967.

*Methodology:*
/Background/ information collected. Rokeach Dogmatism Scale administered to A and B teachers. Q-Sort and Semantic Differential administered three times to A and twice to B teachers. Teacher Reaction Questionnaire administered to A teachers. Tables of means; correlation coefficients; graphs.

*Findings:*
1. Differences between mean scores on Rokeach Scale were not significant.
2. Most teachers in both schools were consistent from one Q-Sort administration to another; the degree of correspondence among teachers within each school was high; teachers in both schools tended to sort statements in the same way, with permissive statements rated more favourably than restrictive statements.
3. Most Semantic Differential concepts were rated at the positive end. There were no differences between mean scores obtained on different administrations of the instrument; there were no differences between A and B.
4. No relationship was found between the magnitude of teachers' Rokeach scores and performance on Q-Sort or Semantic Differential.
5. Q-Sort was able to discriminate different sets of beliefs; elementary school teachers' responses showed a definite pattern.
6. Several A teachers were unclear about OP's goals; most believed OP to be a good opportunity to meet and communicate.

*Special Features:*
1. /Bibliography/ -- 19 items
2. /Literature review/, pp. 1-7
3. Orientation program daily schedule

*Tests Included in Document:*
Self-made teacher background /questionnaire/; /Rokeach Dogmatism Scale/; /Q-Sort Task/; semantic differential; Teacher Reaction Questionnaire

Other System: ED 066 433

ISBN 0-88881-090-3

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00285**

Wright, Edgar N.

**-- Student's Background and Its Relationship to Class and Programme in School (The Every Student Survey).**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 61 p. ( -- Report ; 91) (/Every student survey/)

## SUBJECT

/ACADEMIC/ /PROMOTION/.
  related to /birthplace/ and /English/ as a /second language/
/STUDENT/S. /Secondary school/s. Toronto
  /Placement/ in /2-year/, /3-year/, and /5-year/ programs compared by birthplace and English as a second language

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
106,921 students in Toronto schools; 103,818 (97.1%) responding. Data collected May 1970.

*Methodology:*
Questionnaire administered; other data compiled from computer records. Sample divided into 4 groups: I - born in Canada, English learned as a first language; II - born in Canada, English not learned as a first language; III - born abroad, English learned as a first language; IV - born abroad, English not learned as a first language. Special classes divided into: A - /opportunity/, /orthopaedic/, /vocational/, and /academic vocational/ /class/es; and B - /dyslexic/, /aphasic/, /health/, /rehabilitation/, /visually handicapped/, and /aurally handicapped/. Occupational data classified. Percentage tables.

*Findings:*
1. 90% of Canadian born students were born in Ontario.
2. 25% of students were born outside Canada. Most frequently reported birthplaces were: Italy (26%); Portugal (15%); Germany (9%); England (7%); West Indies (6%); China (6%). 102 countries of birth were reported.
3. 27.3% of students learned English and another language at the same time.
4. 32% of I, 44% of II, 25% of III, and 25% of IV attended /junior kindergarten/.
5. Group II students were: the least likely to be in A; the most likely to be in B; the least likely to be in special vocational or 2-3 year programs; the most likely to be in 5-year /program/s; and the most likely to be above expected grade level.
6. Group IV students were: the least likely to be in 5-year programs; the most likely (particularly /female/s) to be in special vocational or 2-3 year programs, and the most likely to be below expected /grade level/. For placement of these students, age on arrival was a critical factor.
7. /Male/s were approximately twice as likely to be in special classes as females.
8. Moving through the /occupational/ categories (from 'unemployed - welfare' to 'professional') there was: a steady decrease in proportion of students in A; an increase in proportion of students in B; an increase in enrolment in 5-year programs; and a decrease in enrolment in special vocational and 2-3 year programs.
9. The largest proportion of students above expected grade level was from the higher status occupational categories; the largest proportion below expected grade level was from the lower status categories. No consistent pattern for the middle occupations.

*Special Features:*
/Bibliography/ -- 7 items

*Tests Included in Document:*
Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
/Blishen's Socio-Economic Index/, modified version for occupations in Canada

*Notes:*
1. For further analysis of this data see ON00292 and ON00293. ON00288 is a supplementary analysis of 8 schools.
2. Study repeated in 1975: ON00622, ON00623, ON00624, ON00625

Related Records: ON00288; ON00292; ON00293; ON00297; ON00298; ON00302

Other System: ED 082 074

ISBN 0-88881-091-1

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00286

Schreiber, Jan

**-- In the Course of Discovery : West Indian Immigrants in Toronto Schools.**

-- Toronto /Toronto Board of Education/, Research Dept., 1970. -- 70 p. ( -- Report ; 92)

## SUBJECT

/WEST INDIAN/S. /Immigrant/ /student/s. Schools. /Toronto/
/Cultural/ and /historical/ /background/ and /adjustment/ /problem/s

## ANNOTATION

This historical and /discursive/ report was prepared to provide teachers with information about the West Indies. The summary of West Indian culture and history covers the period from the 15th century to the present. Topics include: the climate and physical setting; colonial domination; West Indian emancipation; social life; language, religion; /education/; the economic situation of the islands; and the numbers and problems of West Indian immigrants to Toronto. Information was collected from books, reports, and newspaper articles. Also included is a /bibliography/ of 18 items, critical annotations of selected materials are provided.

*Notes.*

See ON00257 for listing of reports for other ethnic groups

Related Records: ON00257

Other System: ED 067 312 (but not available from EDRS)

ISBN 0-88881-092-X

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00287
Yip, Douglas
-- **SEED : A Preliminary Report.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 26 p. ( -- Report ; 93)

## SUBJECT

/ALTERNATIVE/ /SCHOOL/S. /Secondary school/s. /Toronto/
/SEED/

## ANNOTATION

This report provides a brief description of the first year's operation of SEED, an alternative high school under the jurisdiction of the Toronto Board of Education. The author was a /participant/ /observer/ during the year, acting as the catalyst for a course in photography. Described are: the school's 2-year history as a /summer/ /program/; its establishment as a full-time school; the basic concepts of /individual/ /responsibility/ and self-motivated, student initiated /learning/; the physical setting; the style of student-staff /interaction/; the unstructured /scheduling/; the /flexibility/ of content and methodology in the 4 /core/ /subject/s; the role of /volunteer/ /resource/ people (catalysts); /enrolment/ procedures; and the /student/s themselves.

Related Records: ON00299; ON00312

Other System: ED 064 436

ISBN 0-88881-093-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00288**

Wright, Edgar N.

-- **Special Analysis of Every Student Survey (Eight Selected Schools).**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 9 p. ( -- Report ; 94) (/Every student survey/)

## SUBJECT

/STUDENT/S. /Elementary school/s. /Inner city/. /Toronto/

/Attendance/ at /special class/es, /first language/, and /socioeconomic/ /characteristic/s compared with those of all Toronto elementary school students

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare students from 8 schools with students in all Toronto schools in terms of: occupational categories of parents; mother tongue; and proportion attending special classes.

*Sample:*

5,793 students in 8 inner city Toronto schools: /Duke of York P.S./, /Dundas P.S./, /Lord Dufferin P.S./, /Queen Alexandra P.S./, /Sackville P.S./, /Sprucecourt P.S./, /Park P.S./, and /Regent Park P.S./ Sample includes some grade 7 and grade 8 students attending Queen Alexandra P.S. who were from outside the geographic area. Not included were special class students transported to other schools for their programs. (Total elementary school sample in Every Student Survey was 72,106.) Data collected 1970.

*Methodology:*

Every Student Survey data analyzed. Tables.

*Findings:*

1. 10.9% of sample were born outside of Canada, compared to 22.1% of total school population.
2. 11.4% of native born students in sample learned /English/ as a /second language/, compared with 23.8% of all native born students in Toronto.
3. In the lowest /parental/ /occupational/ category, proportions of students were similar. In higher categories, there were progressively fewer students from the 8 schools.
4. A larger proportion of students in the 8 schools came from /single parent/ homes with 'mother only - housewife' or from homes with 'unemployed' heads.
5. 80.5% of students in the 8 schools were from homes where English was the mother tongue.
6. Compared to all /English speaking/ parents in Toronto, there were more parents from the 8 schools who were in occupational category 2 (labourers, truck drivers, taxi drivers, waiters, and porters).
7. Students from the 8 schools were much more likely to be attending special programs of all kinds.
8. The overall pattern of /program/ /placement/ for elementary students was retained by students in the 8 schools.

*Notes:*

See ON00285 for other reports in series.

Related Records: ON00285

Other System: ED 079 657

ISBN 0-88881-094-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00289**

Schroder, Carole A.; Crawford, Patricia; Wright, Edgar N.

**-- The Relationship of the Home to 'Under- or Over-Achievement'.**

-- Toronto /Toronto Board of Education/, Research Dept., 1971. -- 64 p. ( -- Report ; 95) (/Longitudinal study of achieve/ment)

## SUBJECT

/OVERACHIEVER/S. /Elementary school/s

/Family life/, /occupational/ /aspiration/, and /socioeconomic/ /status/ compared with that of /underachiever/s -- Study regions: /Toronto/ -- Study examples: /grade 3/ and /grade 6/

## ABSTRACT

***Type of Study:***

Descriptive; Longitudinal

***Sample:***

518 students and their /mother/s. Data collected 1960-1967.

***Methodology:***

Student data were collected from IQ scores, student interview schedule, Metropolitan Achievement Tests, and grade 3 and grade 6 teacher ratings. Data were obtained from mothers by one-hour interview based on self-made questionnaire; interviews conducted in spring 1967. Tables; means; percentages; tests of significance.

***Findings:***

1. Student and mothers' questionnaires on home revealed no statistically significant differences between high, middle, and low groups based on socioeconomic index (SEI) or on achievement status (AS).
2. High SEI group scored higher on all measures of achievement (IQ; MAT; grade 3, 6 ratings) than either middle or low groups. The latter scored almost identically on all measures, except IQ (106 and 102 respectively).
3. Overachievers averaged almost 2 months older than average achievers and 3 months older than underachievers.
4. Highest average occupational category aimed at by /female/s was lower than the lowest average category desired by /male/s.
5. Underachievers were less likely to choose a career future for intrinsic reasons and more likely to give no reason or rely on the model of others.
6. Stronger achievers tended to have less parental help with /homework/, but still did their homework more often.
7. /Television/ watching during weekday related negatively to SEI. Females almost always watched less than males. /Rule/s over television use were more likely among higher achievers.
8. Underachievers were more likely than others to give no reason or social reasons for liking school, less likely to give intrinsic reasons. All groups overwhelmingly liked school.

***Conclusions***

1. The high SEI group differs from the other two; the lower group closely resembles the middle group.
2. The survey appears not to tap all the home factors that influence student school achievement.

***Special Features***

1. /Bibliography/ -- 12 items
2. Summary of 36 findings, pp. 53-56

***Tests Included in Document:***

Self-made /interview/ schedule

***Tests Used in Research but not Included in Document:***

/Otis Quick-Scoring Mental Abil/ity Test; /Metropolitan Achievement Test/s; /Teachers' Rating Questionnaire/

***Notes:***

For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231

**Related Records:** ON00231

ISBN 0-88881-095-4

**Availability:** MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00290
Hamilton, Jon
-- **Portuguese in Transition.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 70 p. ( -- Report ; 96)

### SUBJECT

/PORTUGAL/
  /Culture/, /economic conditions/, /history/ and /society/
/IMMIGRANT/S. /Toronto/
  /Portuguese/. Background and customs

### ANNOTATION

This historical and discursive report was prepared to provide teachers with background information and materials about Portugal. The study is a summary and analysis of Portugal today, its history, way of life, and its immigrants in Canada. It discusses: the cultural and historical continuity of Toronto's Portuguese community with life in Portugal; Portugal's geographic, demographic, and economic situation; the political, educational, and cultural development of the country; Portugal's imperial glory and economic decline; the role of the /Azores/ in Portuguese history; and the problems of the Portuguese in Canada. This information was obtained from books, government documents, journal and newspaper articles, and interviews with Portuguese Canadians. Special features include a /bibliography/ (pp. 83-104), notes on food customs, and cultural and occupational contributions of Toronto's Portuguese.

Other System: ED 067 311 (but not available from EDRS)

ISBN 0-88881-096-2

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00291**

Ramsey, Craig A.; Wright, Edgar N.

**-- An Exploratory Investigation of 'Divergent Production' Using Basic Concepts of Mathematics.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 54 p. ( -- Report ; 97) (/New Canadian study/)

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. Schools

/Mathematical concept/s. /Test/s. Validation -- Study regions: Toronto -- Study examples: /grade 5/, /grade 7/ and /grade 9/

## ABSTRACT

*Type of Study:*

Methodological; Pilot

*Purpose:*

To describe a new arithmetic measure, developed for the New Canadian study, that required creative production rather than identification, and to report the results of its application.

*Sample:*

Approximately 5,000 students randomly selected from 25% of classes, excluding special education and opportunity classes, in grade 5, grade 7, and grade 9. Data Collected 1968.

*Methodology:*

Test devised using three sorting tasks: (1) by line, shape, curvature; (2) by number; (3) by area. Test administered as part of battery of /achievement/ measures. Sample subdivided into Group A (Canadian born, monolingual), Group B (Canadian born, bilingual), Group C (non-Canadian born, monolingual), and Group D (non-Canadian born, bilingual). Scoring on basis of: (a) wrong sorts, (b) acceptable sorts - criteria selected by mathematics consultants, selected teachers, and Research Department staff; (c) novel sorts - not conforming to any of sorting principles selected for (b).

*Findings:*

1. On all measures, the number of acceptable sorts increased across grades.
2. On sorts (1) and (2), acceptable sorts exceeded novel sorts. On sort (3), the reverse was true in all grades.
3. On all measures, the pattern of performance was similar for students in grade 7 and grade 9.
4. No difference was found in performance levels of /male/s and /female/s.
5. On sort (1), Group B had the highest level of performance on all measures.
6. On sort (2), Groups C and D in all grades had lower mean scores of acceptable sorts, fewer novel sorts, and a higher ratio of wrong to acceptable sorts.

*Conclusions*

1. Only a small number of sorting principles will be used by the majority of students.
2. Number and quality of novel sorts indicate the importance of asking students the reasons for their sorts.

*Special Features.*

1. /Bibliography/ -- 10 items
2. Appendix includes Example Booklet, Teacher Guide, suggested verbal instructions, and administrative procedures.

*Tests Included in Document:*

Self-made mathematical concept test of divergent production

*Notes.*

See note in ON00325 for interrelationships of New Canadian studies.

Related Records: ON00325

Other System: ED 068 490

ISBN 0-88881-097-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00292

Wright, Edgar N.; McLeod, D.B.

**-- Parents' Occupations, Student's Mother Tongue and Immigrant Status : Further Analyses of The Every Student Survey Data.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 23 p. ( -- Report ; 98) (/Every student survey/)

## SUBJECT

/PARENT/S. Schools. /Toronto/
  /Employment/ related to /first language/
/STUDENT/S. Schools. Toronto
  /Socioeconomic/ /status/ related to /birthplace/ and first language

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
103,818 students in the Toronto school system. Data collected 1970.

*Methodology:*
Every Student Survey questionnaire administered. Students divided into 4 groups: Canadian- born, English first language (A); Canadian-born, /English/ /second language/ (B); foreign-born, English first language (C); foreign-born, English second language (D). Parents' /occupation/s and occupations of working /mother/s (both parents present) analyzed in relation to the four categories. Spearman Rank Order correlation calculated for 14 occupational categories which included more than 1% of working mothers. Occupations analyzed for 20 largest language groups. Percentage tables.

*Findings:*
1. Students in groups A and C had similar proportions of parents in various occupational categories. C students, however, were more likely than A students to have parents in highest category and were less likely to come from a /family/ where head of household was a housewife.
2. B and D students had similar proportion of parents in various occupational categories. B students, however, had fewer parents in lowest category and were less likely to have unemployed /father/s.
3. Moving down occupational scale, mothers of /non-English speaking/ students increasingly overrepresented; moving up the scale, they were increasingly underrepresented, while mothers of English speaking students were increasingly overrepresented.
4. /Czechoslovakian/ and /Indo Pakistani/ /language/ groups had fewer parents in lowest occupational category than English language group, and, along with /Estonian/ language group, had as many or more parents in highest category as English language group.

*Conclusions:*
Proportions of parents in various occupations and differences in mothers' occupations related more to mother tongue than to country of birth.

*Special Features:*
1. 5 maps showing the distribution of language and occupational groups in Toronto
2. Table to facilitate comparisons of percentages between groups

*Tests Used in Research but not Included in Document:*
/Blishen's Socio-Economic Index/, Every Student Survey /Questionnaire/

*Notes:*
See report ON00285 for other reports in series.

Related Records: ON00285

ISBN 0-88881-098-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00293

Wright, Edgar N.

-- **Programme Placement Related to Selected Countries of Birth and Selected Languages (Further Every Student Survey Analyses).**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 31 p. ( -- Report ; 99) (/Every student survey/)

## SUBJECT

/STUDENT/S. /Elementary school/s. /Toronto/

/Placement/ in /special class/es related to /birthplace/, /first language/, /single parent/ /families/, and /socioeconomic/ /characteristic/s

STUDENTS. /Secondary school/s. Toronto

Placement in /2-year/, /5-year/, and special /vocational/ /program/s related to birthplace, first language, single families, and socioeconomic characteristics

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

103,818 students in Toronto schools. Data collected 1970.

*Methodology:*

Students divided into 4 groups: Canadian born, English mother tongue (A); Canadian born, /English/ /second language/ (B); foreign born, English mother tongue (C); foreign born, English second language (D). For each group, relationship of /occupational/ category and placement in Special Class A (SCA) (Opportunity class, academic vocational class, etc.), Special Class B (SCB) (deaf, limited vision, etc.), Special Vocational Program (SV), 2-year and 5-year programs documented. Program placement also analyzed in terms of: single parent families; /English speaking/ /immigrant/s from /West Indies/ (WI), Great Britain (GB) and United States (US); the seven largest non-English speaking groups. Percentage tables.

*Findings:*

1. Pattern of decreasing percentages of students in SCA, SV, and 2-year programs as one moves from low to high occupational categories held for all groups with varying degrees of regularity.
2. When occupational variations controlled: group A more likely to be in SCA, SV, or 2-year programs than group D; group C less likely to be in such programs than A or D; group B least likely to be in such programs.
3. For occupational category 2 (labourers, taxi drivers, etc.), percentage of students in SCA or SV similar for group A students and students from 'mother only' homes. Proportion increases for 'father only' homes and increases again for 'neither parent present'.
4. Compared with US and GB students, WI students more likely to be in SCA, SV, and 2-year programs, as likely to be in 5-year programs, less likely to be in 4-year programs.
5. For group B students: French speaking students had largest percentage in SV, SCA, and 2- year programs; /Polish/, /Ukrainian/, and /German/ speaking students more likely to be in 5- year program than /Italian speaking/ students; Italians more likely to be in SV.
6. For group D students: large percentage of /Chinese/ and Germans in 5-year program, small percentage in SV or 2-year program; Italian, /Greek/, and /Portuguese/ students most likely to be in SV and 2-year program; least likely to be in 5-year program; fewer Greek than Italian or Portuguese in SCA.

*Special Features:*

1. Table to Facilitiate Comparisons of Percentages Between Groups
2. /Bibliography/ -- 6 items

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/ for Every Student Survey

*Notes:*

For other reports in series, see ON00285

Related Records: ON00285

Other System: ED 077 258

ISBN 0-88881-099-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00294**

Reich, Carol M.

**-- Preschool Education for Inner-City Children : Preliminary Results of an Experimental Montessori Program.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 22 p. ( -- Report ; 100)

## SUBJECT

/MONTESSORI/ /NURSERY SCHOOL/S. /Inner city/s
/Culturally disadvantaged/ /student/s compared with /middle class/ students
/Attitude/s of /parent/s -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

15 three-and four-year-old students from Toronto downtown area of /Sackville P.S./. Data collected January-June 1971.

*Methodology:*

Students attended Montessori nursery school program for six months. If possible, /mother/s involved in program as /volunteer/ helpers one day a week, or invited to attend as many classroom sessions and special events as possible. Prior to program an assessment made of /need/s of disadvantaged children; performance of children compared with that of middle class children in a Montessori school. Evaluation included /observation/ by trained worker and performance of paired-associate learning task. Interviews with most children's mothers held on completion of program. Follow-up of children planned to end of grade 1.

*Findings:*

1. Preliminary evaluation showed that disadvantaged children talked more and asked the teacher more questions than did middle class children.
2. Culturally disadvantaged children were highly distractible and required more trials to learn a given task, while middle class children sat quietly and persisted in the task.
3. Parental reaction to Montessori program was favourable. Parents noted improvement in /verbal/ and other /skill/s and felt children were more mature and better prepared for school.

*Conclusions:*

1. Individual needs of children should be assessed, and care must be taken in extrapolating from other studies, especially those on /language/ ability, where further research is needed.
2. /Distractibility/ of disadvantaged children may be due to the nature of the task to be performed rather than to a generally short attention span.

*Special Features:*

/Bibliography/ -- 12 items

Related Records: ON00319

Other System: ED 066 219

ISBN 0-88881-100-4

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00295

Kaufman, Susan

**-- Issues in Evaluating Occupational Programs.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1971. -- 46 p. ( -- Report , 101)

SUBJECT

/SECONDARY SCHOOL/S

/Program/s : /special education/ and /vocational/ education. /Evaluation/

ABSTRACT

*Type of Study:*

Discursive; Literature review

*Purpose:*

To review certain theories related to educational evaluation and to lay the groundwork for A Follow-Up Study of Special Vocational and Special High School Students (1972).

*Methodology:*

General discussion of the nature of evaluation and of the methods used is followed by a specific discussion of the study of special vocational and special high school students. Emphasis is placed on interpreting such a study and showing its limitations.

*Findings:*

1. It was difficult to evaluate the success of a school program in a follow-up study because so many other noneducational factors influenced the career of the student.
2. Prejudice of employers in favour of higher degrees in education placed vocational and special students at a disadvantage even if they were capable of doing the job.
3. Continuous monitoring of educational programs was recommended, because accumulated data provide a frame of reference to which new data can be meaningfully related; whereas a single study, because of time of evaluation and other factors, can be very misleading.
4. Many programs were evaluated and abandoned before they had time to be effective.

*Special Features:*

/Bibliography/, pp. 42-46

*Notes:*

Preparatory report for ON00296

Related Records ON00296

ISBN 0-88881-101-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00296**

Reich, Carol M.; Ziegler, Suzanne

**-- A Follow-Up Study of Special Vocational and Special High School Students.**

-- Toronto /Toronto Board of Education/, Research Dept., 1972. -- 74 p. ( -- Report ; 102)

## SUBJECT

/VOCATIONAL SCHOOL/S. /Metropolitan Toronto/
  /Dropout/s and /graduate/s. /Employment/
  /Program/s. /Attitude/s of dropouts and graduates
/SPECIAL SCHOOL/S. /Secondary school/s. Metropolitan Toronto
  Dropouts and graduates. Employment
  Programs. Attitudes of dropouts and graduates

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To study /occupational/ and /educational/ /experience/ of special high school and vocational students after leaving school.

*Sample:*
All students, both graduates and dropouts, who left special high schools (n = 1,805)and special vocational schools (n = 810) during 1968-69. Includes 10 schools from /York Borough/ and /Toronto/, and students under /East York Board of Education/ and /Metropolitan Separate School/ Board jurisdiction. (Special high schools offer a program of job preparation for students of less limited academic ability; special vocational schools are for students who have been performing poorly in school). Data collected February 1971.

*Methodology:*
Background data taken from The Every Student Survey, 1970; data not pursued for students who left Metropolitan Toronto. Data on transferees taken from records at new school. Efforts to contact remaining students (n = 1,934); approximately 60% interviewed by telephone or personally by market research firm. Data analyzed by vocation, employment status, /sex/, salary, etc. Tables; charts; percentages; tests of significance.

*Findings:*
1. Of students leaving school to find jobs (n = 1,189), 71% were employed, 2% were attending other schools, and 27% were unemployed.
2. Special high school graduates earned more than special vocational graduates. /Male/s earned more than females, with disparity greater among special high school graduates.
3. Percentage of time employed for all graduates was 70%; for vocational school females the average was 62%.
4. Little relationship was found between /training/ and employment, except for students trained in /clerical/ or /sales/ work; level of work correlated with students' conceptual ability as measured by /ability/ to process and integrate concepts and ideas.
5. Most students were happy with their educational program, valuing /shop/ work especially, but only slightly more than half felt adequately prepared for their jobs.

*Conclusions:*
1. Type of school, sex, and success in school are the three factors appearing to influence occupational success. Whether these factors are also related to ability or employer bias is not clear.
2. Vocational schools should provide conceptual training within a concrete context in shop classes, rather than preparation for specific jobs, as few students find work in their area of training.

*Special Features:*
/Bibliography/ -- 8 items

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
Background data from /Every Student Survey/

ISBN 0-88881-102-0

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00297

Wright, Edgar N.

**-- Inner City Students and Their Secondary School Programmes.**

-- Toronto /Toronto Board of Education/, Research Dept., 1972. -- 11 p. ( -- Report ; 103) (/Every student survey/)

## SUBJECT

/SECONDARY SCHOOL/S. /Toronto/

/Program/s. /2-year/, /3-year/, /4-year/, and /5-year/ programs. /Placement/ of /inner city/ /student/s compared with non-inner city students

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare program placement of inner city and non-inner city students.

*Sample:*

6,275 students in grade 8 and in /special/ programs in 1971: 3,472 from schools designated as inner city; 2,803 from non-inner city schools. Data collected 1971-72.

*Methodology:*

Student data collected from option sheets in 1971 analyzed in 1972 to ascertain program placement. Placement expressed as percentage tables according to: inner vs. non-inner city schools; each of the seven criteria of the inner city scale; the number of criteria met by individual schools.

*Findings:*

1. There was a larger percentage of inner city students in 4-year, 2-year, and special /vocational/ programs.
2. The fewer inner city criteria met by a school, the larger was the percentage of its students attending 5-year programs and the smaller was the percentage attending 2-year or 3- year programs. The pattern for 4-year and special vocational program placement was not as clear cut.

*Special Features:*

Table of inner city /school/s and their criteria

*Notes*

Extended analysis of Every Student Survey data. For other reports in series, see ON00285.

Related Records ON00285

ISBN 0-88881-103-9

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00298**

**Wright, Edgar N.**

**-- Achievement of Special Programme (Senior - A.V.) Graduates.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 3 p. ( -- Report ; 104) (/Every student survey/)

## SUBJECT

/SLOW LEARNER/S. /Grade 9/. /Toronto/
/Academic achievement/. Effects of /special education/ /program/s in /senior public school/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare the secondary school achievement of special program (SP) graduates with that of /regular/ program graduates.

*Sample:*
Approximately 500 secondary school students. SP graduates matched with regular program graduates on: sex, age, senior school, secondary school, and program. Data collected 1971-72.

*Methodology:*
Christmas, Easter and final marks collected for all students; scores on /vocabulary/ and /comprehension/ subtests of Gates-MacGinitie Reading Tests collected from those schools that had administered the tests for another study. Averages and standard deviations tabulated.

*Findings:*
1. SP graduates had lower scores on all measures. The differences on /reading/ test scores were significant, while differences on school /mark/s were not significant.
2. In school performance, differences among students were greater within a group than between the groups.

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/s

*Notes:*
Extended analysis of /Every Student Survey/ data

Related Records: ON00285

Other System: ED 069 800

ISBN 0-88881-104-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00299**

**Yip, Douglas; Wright, Edgar N.**
**-- SEED : The First Year.**
**-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 50 p. ( -- Report ; 105)**

**SUBJECT**

/SEED/. /Alternative/ /school/s. /Secondary school/s. /Toronto/

**ANNOTATION**

This /discursive/ report documents various events and processes that occurred at SEED, an alternative secondary school under the jurisdiction of the Toronto Board of Education. Report is descriptive as no standard evaluation techniques were operable in the un/structured/ /environment/. The first part considers: /program/ /objective/s; individual /student/ goals; the /credit system/ required for public funding; /cooperative/ endeavours of the student body; and sources of conflict. These sources included: /attendance/ procedures; the existence and content of credit courses and the methodologies used in them; student and /teacher/ /adjustment/ to the lack of structure; the /role/ of the /coordinator/; and political problems of effecting structural change. The second part provides answers to eleven often asked questions about the school.

*Notes:*
Preliminary report on SEED, ON00287

Related Records: ON00287

ISBN 0-88881-105-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00300**

Young, Vivienne; Trieger, Dorothy; Shore, Joyce; Trieger, Seymour; Wright, Edgar N.
**-- A Study of Media for Communicating Research Information.**
-- Toronto /Toronto Board of Education/, Research Dept., 1972. -- 31 p. ( -- Report ; 106)

## SUBJECT

**/EDUCATIONAL RESEARCH/**

/Dissemination/ /method/s. /Evaluation/ -- Study regions: /Toronto/ -- Sample population: /principal/s, /teacher/s, /administrator/s, and /consultant/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To determine the most effective and least /cost/ly method of disseminating research information to interested clients.

*Sample:*
5,681 teachers, principals, consultants, /department head/s, and administrators in the Toronto school system. Data collected over a 45-day period in 1970.

*Methodology:*
Information about reports on New Canadians was presented through five media (a) a brief /annotated bibliography/; (b) a 'dial-a-report' service involving 6 short sketches which could be heard by dialing six /telephone/ numbers; (c) annotations on index cards contained in a plastic folder; (d) the sketches as in (b) on 3 vinyl /recording/s; and (e) a large photographic /poster/ with a minimum of written copy. Each medium was sent to approximately one-fifth of sample. Each person also received an order form and a questionnaire (4,724 forms were addressed to the Research Department and identified sender; 957 were addressed to a private research organization and did not identify respondent). 23% of former group and 18% of latter returned their questionnaires.

*Findings:*
1. Poster (e) generated the most rapid response and the highest number of orders, but was rated least effective by the respondents.
2. The auditory media, (b) and (d), generated the slowest response and the lowest order rate.
3. (a) was rated the most effective medium but ranked third in response and order rate.
4. /Male/s had a higher response rate than /female/s
5. The greatest response was from administrators, the least from teachers.
6. The identified respondents were more likely to report that research information was useful.
7. Costs of the media per unit (postage excluded) were: (a) $.28; (b) .44; (c) .66; (d) .78; (e) .75.
8. In a 1972 follow-up, a mini-poster combining an attractive visual, brief annotations, and a detachable order form generated a 15.71% order rate (highest rate previous to the study was 6%) at a per unit cost of $.26 (including .14 postage).

*Conclusions:*
The mini-poster format was the most effective and least costly medium.

*Tests Included in Document:*
Self-made /questionnaire/ used for identified population

Other System: ED 071 721

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00301**

Cable, Greg

**-- Parents and Projects at Park School.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 64 p. ( -- Report ; 107)

## SUBJECT

/PARK P.S./ /Elementary school/s. /Inner city/. /Toronto/
/Administration/
/Curriculum/ subjects : /reading/. /Special/ /program/s
/Involvement/ of /community/
/Parent/s. /Role/ as /paraprofessional/ /personnel/

## ANNOTATION

This report is a historical narrative of events at an inner city school in Toronto from the late 1960s to 1972. The school was the target of attacks by /low income/ parents bitter at the high proportion of their children streamed into special programs and vocational schools. The open hostility between the school and the community escalated to the Board level where criticism of Special Education procedures developed into /criticism/ of /teacher/s, /teaching method/s, and teacher training and into accusations of /middle class/ bias in the school system.

Among topics discussed are: the historical background of the community and of school-community relations; the creation of a task force to deal with inner city problems; changes in the school's administrative structure; the provision of extra /resource/ personnel for Park P.S.; the creation and ongoing tribulations of a school-community council; and the problems involved in developing and implementing special reading programs.

Particular attention is given to the conception, implementation, and development of a project funded by the Donner Canadian Foundation whereby parents from the local community were employed by the school as paraprofessionals in an attempt to overcome /cultural/ conflict between the home and the school.

Other System: ED 069 837

ISBN 0-88881-107-1

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00302**
Wright, Edger N.; Reich, Carol M.
**-- Language : A Study of Fundamental Skills.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 61 p. ( -- Report ; 108)

## SUBJECT

/READING ACHIEVEMENT/. /Student/s. Schools. /Toronto/
  related to /ethnic/ /background/ and /socioeconomic/ /characteristic/s
  /Standardized test/s: Canadian Tests of Basic Skills and Gates-MacGinitie Reading Tests. Norms compared with U.S. norms
/READING HABIT/S. Students. School. Toronto
  related to reading habits of /parent/s -- Study examples: grades 4, 6, 8 and 9

## ABSTRACT

*Type of Study:*
Comparative; Methodological

*Purpose:*
To examine /reading/ and /writing/ /ability/s of Toronto students; to determine relationship between reading ability and socioeconomic and ethnic background; to compare norms of standardized /reading test/s.

*Sample:*
Part I: 13,829 students: 3,089 in /grade 4/; 3,202 in /grade 6/; 3,374 in /grade 8/; 4,164 in /grade 9/. Part II: 926 students in grade 4; 988 in grade 6; 821 in grade 8. Part III: 760 grade 6 students randomly selected from Part I sample. Part IV: 526 grade 8 students randomly selected from Part I sample. Data collected 1971-72.

*Methodology:*
Part I: Gates-MacGinitie (GM) reading test; 4 groups: Canadian born, English /first language/ (A); Canadian born, English a second language (B); foreign born, English first language (C); foreign born, English a second language. Part II: scores on Canadian Tests of Basic Skills (CTBS) compared with GM scores. Part III: results of self-made questionnaire on student- parent reading habits correlated with reading scores and Every Student Survey data. Part IV: 2 compositions for each student marked and results correlated with other data.

*Findings:*
1. In grades 4, 6, and 8, C obtained highest scores, followed by A. Both groups close to U.S. norms.
2. By grade 9, group B scores similar to those for A and C.
3. The higher the occupational category of parents, the higher the reading scores.
4. Occupational status twice as important as language background in accounting for score variability.
5. GM and CTBS correlated highly in all grades, the least in grade 4; students achieved lower scores on CTBS than on GM and showed less variability.
6. Students who read more were better readers, if parents were also active readers.
7. Children of parents who read more and were in high /occupational/ status were better readers.
8. 44% of students wrote at the 5 or 6 marking level, the average level of reading ability; 30% in 3-4 range; 12% in 7-8 range; 1% in 1-2 range; 1% in 9-10 range.
9. Correlation between reading ability (GM) and composition scores was .46; relationship to socioeconomic background was low; ethnic background made no difference.

*Special Features:*
/Bibliography/ -- 6 items

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/s; /Canadian Tests of Basic Skill/s; self-made /questionnaire/

*Notes:*
Data from /Every Student Survey/ used for sampling and weighting purposes. See report ON00285 for reports in series.

Related Records: ON00285

ISBN 0-88881-108-x

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00303**

Reich, Carol M.

**-- A Study of the Effect of the Developmental English Programme on Student Reading.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 22 p. ( -- Report ; 109)

## SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s
/Program/s: Developmental English Programme. Effects on /reading achievement/ and /reading habit/s of /student/s -- Study regions: /Toronto/ -- Study examples: /grades 9-10/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Approximately 1,200 students in 12 grade 9 classes and 32 grade 10 classes. 6 pairs of grade 9 classes matched on grade average, IQ test results, and reading scores; 16 pairs of grade 10 classes matched on /socioeconomic/ and /ethnic/ /background/. Data collected 1971-72.

*Methodology:*
Various instruments measuring class practice, reading skill, reading scope, and maturity of reading administered to students in developmental (D) and regular (non-D) programs. Data analyzed on class rather than individual basis. Technique of partial correlations used to determine relative importance of background and program. Tables.

*Findings:*

1. D classes in both grades 9 and 10 made significantly more developmental choices on a Developmental Practice Scale than non-D classes. The difference was greater for grade 9 classes.
2. There were no significant differences between classes on tests of /reading skill/.
3. Students in grade 9 D classes read the same number of assigned /book/s and more self-chosen books than students in non-D classes.
4. Students in grade 10 D classes read fewer assigned books and more self-chosen books than students in non-D classes.
5. There were no significant differences in the amount of leisure time reading undertaken, nor in the frequency of newspaper and magazine reading.
6. Books read by grade 9 D classes were thematically richer than books read by non-D classes. There were no differences among grade 10 classes.
7. Socioeconomic background was a more important influence than program on reading skill and novel maturity.
8. In classes with low socioeconomic background, non-D students showed higher levels of novel maturity than D students.
9. Classes with higher socioeconomic background followed developmental practices more closely than classes with lower socioeconomic background.

*Special Features:*
/Bibliography/ -- 2 items

*Tests Used in Research but not Included in Document:*
/Developmental Practice Scale/; /Diagnostic Test in Reading/ (Upper level, Form B); /Novel Maturity Scale/; self-made /questionnaire/ on scope of reading

*Notes:*
Journal article based on instrument developed for study: 'A Scale to Assess Reading Maturity.' -- Journal of Reading, 17 (no. 3 1973) 220-223.

Other System: ED 078 380

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00304**

Reich, Carol M.; Meisner, Alan

**-- A Comparison of Colour and Black and White T.V.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 29 p. ( -- Report ; 110)

## SUBJECT

/ETV/

Black and white television compared with /colour/ /television/ -- Study regions: /Toronto/ -- Study examples: /grade 7/

## ABSTRACT

*Type of Study:*

Experimental; Literature review

*Purpose:*

To compare the effectiveness of colour and black and white (BW) television as instructional media.

*Sample:*

12 grade 7 classes. Classes were assigned to program categories on the basis of equal scores on standardized reading tests. Each class was divided alphabetically into colour and black and white groups, with equalization for sex.

*Methodology:*

/Program/s from Ontario Educational Communications Authority (/OECA/) were assigned to four categories: audio; audio-visual; visual-audio; visual. Data were collected on students' ethnic and language background and on their home and school experience with colour and BW television. A ten-item test measured factual retention, and three evaluative measures were used: a modified version of /Osgood's Semantic Differential/ (1954); a Liking Scale; an objective coding scheme for short paragraphs written by the students.

*Findings:*

1. Early studies comparing the effect of colour and BW narrowly defined /learning/ as recall of information and found no significant differences.
2. Later studies treated colour and BW as distinct media and found colour television to be more involving.
3. Across all three evaluative measures, the order of increasing popularity for programs were audio, followed by audio-visual, visual, and visual-audio (dramatic presentation with commentary).
4. Better liked programs were seen as more potent.
5. There were no differences between the two groups on factual retention, evaluation, liking, feeling, activity, or potency.
6. There were no differences according to /language/ or /ethnic/ /background/ or /experience/ with colour television.
7. The BW group wrote more statements about the program's general theme.

*Conclusions:*

1. There was no evidence that colour and BW television are distinct instructional media.
2. Colour may be more involving visually, rather than emotionally.
3. Colour's effect may be heightened when materials are not complex.

*Special Features:*

1. /Bibliography/ -- 9 items
2. Coding scheme
3. Program guide

*Tests Included in Document:*

Self-made /questionnaire/

*Notes:*

Revised portions in a journal article by authors: 'A Comparison of Black and White Television as Instructional Media.' -- British Journal of Educational Technology, 7 (no. 2 May 1976) 24-35.

Other System: ED 072 655

ISBN 0-88881-110-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00305

Dobosh, O.; Wright, Edgar N.

-- **Television Utilization.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 39 p. ( -- Report ; 111)

## SUBJECT

/ETV/. Schools. /Toronto/

/Use/. Effects of audiovisual equipment: /television/ /set/s and /videotape/ /recorder/s

## ABSTRACT

*Type of Study:*

Action research; Descriptive

*Purpose:*

To examine teacher utilization of educational television (ETV); student's reactions to ETV; teacher and student reactions to ETV programming.

*Sample:*

5,253 students, their teachers and principals at 6 schools, one collegiate (/Malvern C.I./) and 5 elementary (colour TV); 4,253 students, their teachers and principals, at one senior public (/Glenview Sr. P.S./) and its 6 junior feeder schools (black and white TV). Data collected 1971-72.

*Methodology:*

Colour sets (one per 100 students) and a colour videotape recorder supplied to each of the schools in colour group. Glenview had a black and white videotape recorder to record and supply programs to its feeder schools, each of which had a black and white videotape playback machine. Teachers attended utilization /workshop/s sponsored by the Teaching Aids Department and the Ontario Educational Communications Authority (/OECA/) or received instruction at their school. Teachers polled on use of ETV at beginning and end of year. 1,147 grade 6, and grades 9-10 students were polled at end of year. Principals interviewed on placement of equipment in their schools. Weekly logs kept on its use. Tables; percentages.

*Findings:*

1. Teacher /interest/ and use seemed much higher at colour TV schools; in both groups, teachers with TV sets used TV more often; TV was used more in /grade 6/ than in /grades 9-10/. Introduction of colour did not appear to turn total non-TV users into users.
2. Teachers with permanent TV sets also used /film/s more often than teachers without, but used film less often than TV; the reverse happened in other rooms. TV was used for /current affairs/ by only 7% of the teachers; none used film.
3. Two-thirds of teachers and about 90% of students approved use of TV; 7% of teachers said videotape improved use of TV; many teachers, while generally approving, criticized programs (29%), scheduling (40%), or equipment (9%); many also criticized the content, scarcity, and technical flaws of films. Majority of teachers and students favoured colour over black and white; 78% of teachers in black and white TV group did not find videotape useful.
4. /History/, /science/, and /language/ /program/s were the most watched; /mathematics/ programs were the least watched.
5. Malvern C.I. teachers began to keep a library of successful videotapes.

*Conclusions:*

1. Data should not be generalized to all classrooms; there were great differences in use from teacher to teacher and school to school.
2. Videotape seems potentially most useful when students are in a rotary system.
3. Training in TV use seems worthwhile.
4. Placing TV with teachers most likely to use them should take precedence over fair distribution.

*Tests Included in Document:*

Self-made /questionnaire/s; TV and videotape logs

Other System: ED 072 656

ISBN 0-88881-111-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00306**

Wyman, William C.; Schroder, Carole A.; Wright, Edgar N.

**-- Independence Training and School Achievement : A Study of Parental Attitudes and Expectations as Related to Children's Elementary School Success.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 39 p. ( -- Report ; 112) (/Longitudinal study of achieve/ment)

## SUBJECT

/STUDENT/S. /Elementary school/s

/Independence/. Expectations of /mother/s related to /academic achievement/, /age/, /IQ/, /sex/, and /socioeconomic/ /status/

/Overachiever/s. Mothers. /Personal/ /value/s compared with those of mothers of /underachiever/s -- Study regions: /Toronto/ -- Study examples: /grade 5/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
441 students in grade 5, drawn from the Longitudinal Study of Achievement sample; mothers of these students. Data collected 1967.

*Methodology:*
Data collected from interviews with mothers, from recorded scores on Metropolitan Achievement Tests (MAT) and Otis Mental Ability Test (IQ), and from teacher ratings. MAT compared to IQ to determine student level of achievement. Tables; graphs; correlations.

*Findings:*
1. Time in which mothers expected a given level of independence to be achieved ranged widely. For the 8 items used, only 55% of mothers came within two years of the mean expected age of independence. Although on 4 items /male/s were expected to be more independent, there was no significant difference between the sexes.
2. There was no evidence of a relationship between socioeconomic class and independence demands.
3. Higher student IQ was only slightly associated with earlier independence training.
4 Students with higher teacher ratings in /creativity/, /performance/, and prediction tended slightly towards earlier independence training. The same trend was evident for those with high MAT scores.
5. While overachievers were expected to perform an average of .39 years earlier than underachievers, this was not statistically significant.
6. The independence item 'interested in school' had some predictive value in these areas: teacher ratings for males; MAT mathematics scores for females; and MAT verbal scores for both sexes. No other item had any particular predictive value.
7. Mothers of overachievers were more likely to value interest and challenge and less likely to value advancement and salary as job factors than mothers of underachievers. The former were also more likely to value hard work, intelligence, and curiosity, and less likely to value neatness, cleanliness, or obedience.

*Conclusions:*
1. There is a modest relationship between independence training and school achievement.
2. Mothers of overachievers or underachievers differ in their opinions regarding various job and personal factors.

*Special Features:*
Bibliography -- 9 items

*Tests Included in Document:*
Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/s; /Otis Quick-Scoring Mental Abil/ity Test; /Teachers' Rating Questionnaire/

*Notes:*
For other studies in Longitudinal Study of Achievement series see notes 2 and 3, ON00231

Related Records: ON00231

Other System: ED 075 743

ISBN 0-88881-112-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT ON00307

Ramsey, Craig A.; Wright, Edgar N.

**-- A Group, English-Language Vocabulary Knowledge Test Derived from the Ammons Full-Range Picture Vocabulary Test.**

-- Psychological Reports, 31 (1972) 103-109 ( -- /Toronto Board of Education/ report ; 113R) (/New Canadian study/)

## SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Vocabulary/. /Test/s. /Development/ -- Study regions: /Toronto/ -- Study examples: Grades 5, 7 and 9

## ABSTRACT

*Type of Study:*

Methodological

*Purpose:*

To develop a teacher administered vocabulary comprehension test with a fixed number of items and a non-oral mode of responding in order to minimize handicaps faced by students of /non- English speaking/ /background/.

*Sample:*

5,386 students in 200 randomly selected /grade 5/, /grade 7/, and /grade 9/ classes. Data collected 1969.

*Methodology:*

Modifications made in the number, order, frequency, and graphic presentation of items in the Full-Range Picture Vocabulary Test (Ammons and Ammons, 1948). Modified test administered to sample. Reliability calculated by procedure developed by Hoyt (1941). Tables of means and standard deviations.

*Findings:*

1. The range of difficulty for the sample was adequate.
2. There was a consistent increase in mean scores over the grades, accompanied by a stable variance.
3. Item difficulty (percentage correct per item) ranged from 10.54% to 96.45%.
4. Reliability was estimated at .859; test-retest reliability on 37 grade 7 students produced a Pearsonian r of .894.
5. Performance on the modified instrument provided some of the essential data indicating varied patterns of achievement for different cultural groups and a critical age of arrival in relation to language.

*Special Features:*

/Bibliography/ -- 8 items

*Tests Used in Research but not Included in Document:*

/Full-Range Picture Vocabulary/ Test

*Notes:*

1. Article abstracted and microfiched with permission of author and publisher (Psychological Reports).
2. See ON00325 for other reports in the New Canadian study.

Related Records: ON00325

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00308**

Shapson, Stanley M.

**-- Optimum Class Size? : A Review of the Literature.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1972. -- 18 p. ( -- Report ; 114)

## SUBJECT

/CLASS SIZE/. Schools

## ABSTRACT

*Type of Study:*

Literature review

*Purpose:*

To examine recent literature concerning the effect of class size on aspects of the quality of education.

*Methodology:*

Topics included are: the relationship between class size and other classroom variables, e.g., /teaching method/s, /behaviour/, /achievement/, /affective/ /learning/; and /student-teacher/ /attitude/s towards class size. Studies are from the period 1959-1972.

*Findings:*

1. Much of the research on class size suffers from a lack of control of other variables.
2. There has been no agreement as to what constitutes a large or small class.
3. Teachers regard class size as a critical problem.
4. Many teachers do not take advantage of the opportunity for individualized instruction given in a small class.
5. Research at Columbia University identified critical break points in class size.
6. There tend to be more behavioural problems in large classes.

*Conclusions:*

1. There is no class size applicable to all situations.
2. The effect of class size is dependent on other more important variables such as teaching method, subject, the number of professional staff, and the type of pupil.
3. Policies should be flexible and take into account the stress felt by teachers in large classes.

*Special Features:*

/Bibliography/ -- 20 items

*Notes:*

Journal article based on report: 'What is the Optimum Class Size?' -- Ontario Education, (May- June 1973) 18-24.

Other System: ED 070 757

ISBN 0-88881-113-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00309**

**Wyman, William C.; Shapson, Stanley M.**

**-- Data Analysis Handbook.**

**-- Toronto : /Toronto Board of Education/, Research Dept., 1973. -- 47 p. ( -- Report ; 115T)**

## SUBJECT

**/COMPUTER/S**

/Application/ to /data analysis/ in /research/. /Program/s and procedures - Manuals

## ANNOTATION

An introductory handbook to the computing services available to Research Department staff. Programs for arranging data and for statistical analysis of single variables and multivariable relationships are outlined; /factor analysis/, /multiple regression analysis/ and /analysis of variance/ are defined and explained. 19 particular programs available in the Research Department library are catalogued, with information given on: coding language used; input; output; program control options, limitations, and suggested improvements. A section on preparation of data for processing defines terms and explains procedures. Character, integer, and floating point fields are described in terms of the types of coding contained in the data fields, and an example using all types is given. There are brief notes on: /FORTRAN/ variable format statements; the proper handling of missing data; interval /scaling/; and the grouping of variables.

ISBN 0-88881-114-4

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00310**

**Cable, Greg**
**-- Alternatives : Strategies and Stumbling-Blocks.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1973. -- 55 p. ( -- Report ; 116)

## SUBJECT

**/ALTERNATIVE/ /SCHOOL/S. /Toronto/**
**/Alpha/, /Contact/, and /Laneway Community School/**
**ALTERNATIVE SCHOOLS**
**Philosophy and types**

## ABSTRACT

***Type of Study:***
Historical; Literature review

***Purpose:***
To describe various proposals for alternative modes of education and to document the /administrative/ evolution of three alternative schools incorporated into the Toronto public system.

***Methodology:***
Some major proposals for alternative schools and alternative modes of education are described and types of free schools are listed. The development of /SEED/, the first alternative school within the Toronto system, is briefly described. Three alternative schools are discussed in detail: ALPHA, a /multiage/ /grouping/ school without arbitrary /standard/s and goals, designed as a /parent-teacher/ /cooperative/; Laneway Community School in the /inner city/, offering a /structured/ /program/ to develop fundamental /skill/s, with internal policies set by parent-teacher meetings; and CONTACT, designed to attract actual and potential /dropout/s from inner city schools to /credit/ /course/s through loosely structured programs tailored to /individual/ /student/ /need/s and through student involvement in school /decision making/.

The background, philosophy, and pedagogical principles of the schools are outlined. Their evolution within the system is described in terms of problems with: establishing patterns of internal authority compatible both with the schools' goals and with provincial statutes and ministerial /regulation/s; establishing /budget/ procedures and priorities on an equitable basis; enrolling minimum numbers of students and selecting an appropriate number of teachers with appropriate /qualification/s; and finding adequate accommodation at reasonable cost while maintaining the alternative's integrity and independence. A proposal for /Subway Academy/, a board-initiated alternative, is also outlined.

***Conclusions:***
1. Although some alternatives cannot be justified within the public framework, school acts and regulations are sufficiently flexible to accommodate a wide variety of alternatives.
2. Guidelines for the resolution of administrative problems should be developed and adequately explained to groups seeking affiliation with the board.

***Special Features:***
Bibliography, pp. 53-55

Other System: ED 081 692

ISBN 0-88881-115-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00311**

Young, Vivienne; Wright, Edgar N.

-- **'The Tree Looked Lonely So I Took Its Picture' : Visual Awareness in Children's Photography.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1973. -- 38 p. (with 40 p. of photographs) ( -- Report ; 117)

## SUBJECT

/VISUAL/ /LITERACY/. /Student/s. /Elementary school/s. /Inner city/ Improvement. Application of /photography/ -- Study regions: /Toronto/ -- Study examples: /Blake Street P.S./

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To examine the visual awareness of a group of young children from an inner city neighbourhood.

*Sample:*

34 9- and 10-year-old students from one /open education/ classroom at Blake Street P.S.

*Methodology:*

Each student was given a Polaroid Swinger camera for 8 weeks. Up to one roll of film per day per student was made available. Students were to photograph anything they wished and to keep the photos in an album at school. Over the 8 weeks, trips were made to parks, the Zoo, and Toronto Island. Three weeks after the cameras were distributed, 25 art reproductions and 18 photographs were posted in the classroom without comment. Students were asked to comment on 3 favourite photos, and 3 visual arts professionals commented on the 3,480 pictures. These comments were utilized in the soundtrack of a /film/ on the project, '/From See to See/.'

Two years later, 20% of each student's work was coded according to categories in 4 areas: subject matter; style; theme; and technical competence. Half the photos were taken before the visual stimuli were posted, half were from the period after the posting.

*Findings:*

1. The percentage of posed portraits decreased from 74% before stimulus (S) to 62% after S.
2. The number of photos taken from an unusual angle increased from 31% (pre-S) to 43% (post-S).
3. Framing increased from 39% (pre-S) to 57% (post-S).
4. Theme of /family life/ decreased from 42% (pre-S) to 26% (post-S).
5. Technical competence increased over the 8 week period.
6. Class teacher reported that students used their eyes more after the project and that /vocabulary/, /art/work, and written work had improved.
7. Interviews with the students revealed that they had often taken a number of pictures of the same scene in order to get the desired result.

*Special Features:*

1. /Bibliography/ -- 19 items
2. /Annotated Bibliography/ -- 11 items

*Notes:*

1. In Phase I (documentary film and art show) Louis Shore, Director of the Art Dept. worked with Seymour Trieger in the development of the project.
2. The film, 'From See to See,' is available through Teaching Aids Dept. of the Board.
3. Proposed extension of study involving children's photography was shelved because of budget reductions.

Other System: ED 089 697

ISBN 0-88881-116-0

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00312**

**Cable, Greg**
**-- After SEED.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1973. -- 21 p. ( -- Report ; 18)

## SUBJECT

/SEED/. /Alternative/ /secondary school/s. /Toronto/
/Student/s. /Admission/ to /university/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To discover the /postsecondary/ educational experience of former SEED (School of Experience, Exploration and Discovery) students and to elicit their reactions to SEED.

*Sample:*
48 (67%) of the 71 students who attended /grade 12/ (n = 5 of 10) or /grade 13/ (n = 20 of 26) of SEED I, 1970-71, or grade 13 of SEED II, 1971-72 (n = 23 of 35).

*Methodology:*
Attempts were made to trace all 71 students but only 49 were located. One refused to participate. Telephone interviews elicited objective data from 33 students and from /parent/s or /sibling/s of 15 more. Students' subjective reactions to SEED were taken in open-ended telephone interviews.

*Findings:*
1. 40 students made final applications to postsecondary institutions and all received at least one acceptance. Of the 8 who did not apply, 2 had begun the application process but did not send in their final marks due to lack of interest. 6 of the 40 accepted decided not to enrol.
2. 7 of the students who did enrol in postsecondary institutions left after a short time because of career changes, marriage, desire to work or travel and-or dissatisfaction. At the time of the study, only 26 were still enrolled in a postsecondary institution; 9 were working; 4 were travelling; 9 were doing other things.
3. Most of the students felt that the SEED experience was a liberating one. Many mentioned that at SEED they learned how to find and use available resources; acquired self-discipline and /responsibility/; developed an idea of their own potential; became socially and environmentally aware. However, there were criticisms about the lack of adequate science facilities, the heavily politically oriented atmosphere and the social cliques that developed.
4. Recommendations covered admission procedures, structure, staff, and facilities. For example, some students suggested that the lottery system of admission be abolished; that SEED be destroyed periodically; that SEED be better publicized, especially in low-status neighbourhoods near the school; that SEED abolish credits and diplomas, etc.

*Conclusions:*
SEED students did not have any difficulty gaining entrance to postsecondary institutions.

*Tests Included in Document:*
Self-made /questionnaire/

Related Records: ON00287; ON00299

Other System: ED 084 637

ISBN 0-88881-117-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00313**

Young, Vivienne; Reich, Carol M.

**-- Family Grouping.**

-- Toronto /Toronto Board of Education/, Research Dept., 1974. -- 37 p. ( -- Report ; 121)

## SUBJECT

/MULTIAGE/ /GROUPING/. /Student/s. /Primary grade/s

Effects on /academic achievement/ and /behaviour/ -- Study regions: /Toronto/ -- Study examples: /Frankland P.S./

## ABSTRACT

*Type of Study:*

Action research; Descriptive

*Purpose:*

To document experiences in a family grouping classroom and to obtain data on behavioural and academic growth of students in a multiage class.

*Sample:*

49 students, predominantly /New Canadian/s: 24 in junior kindergarten (JK); 17 in senior kindergarten (SK); and 8 in grade 1. All were in a single classroom at Frankland Public School. Also 2 grade 2 classes (n not given) composed of graduates of a regular grade 1 program and graduates of a family group class. Data collected over 9-month period, 1972-1973.

*Methodology:*

Each student in the family group was followed for half a day. Initiation, nature, and duration of activities were recorded, as were the student groupings that emerged. Teacher ratings collected in fall and spring. The grade 2 class was given the Gates-MacGinitie Primary Reading Test (Form B).

*Findings:*

1. 44% of the activities observed involved miscellaneous tasks such as maintenance or assembly. Of the remainder, /reading/ and reading readiness tasks accounted for the greatest number of observations.
2. 61% of the activities were adult initiated.
3. The majority of student initiated activities were in nonacademic areas.
4. Attention span varied with the /activity/ and averaged 17.6 minutes.
5. Attention span for student initiated activities was longer than that for adult initiated activities.
6. 77% of the observations involved a multiage grouping, almost all of which were teacher initiated.
7. The teacher functioned more as a guide than as an instructor.
8. Teacher ratings showed SK students to have made gains in /emotional/, /physical/, and /mental/ areas but not in /social/ and /language/ areas. JK students made gains in all areas.
9. No difference in reading scores was found between the grade 2 experimental group and those from a regular class, although the regular class graduates were 5 months older.

*Special Features*

1. /Bibliography/ -- 22 items
2. Detailed description of coding schemes

*Tests Included in Document*

Self-made /observation schedule/ and coding scheme

*Tests Used in Research but not Included in Document:*

/Gates-MacGinitie Reading Test/ (Form B), Primary

Other System: ED 093 483

ISBN 0-88881-120-9

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00314**

Shapson, Stanley M.; Purbhoo, Mary

-- **Second Language Programmes for Young Children.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 72 p. ( -- Report ; 122)

## SUBJECT

/SECOND LANGUAGE/. /Student/s. /Elementary school/s
/Program/s -- Study regions: /Asia/, /Canada/, /Europe/, /South America/, /U.S.A./ and the city of /Toronto/

## ABSTRACT

*Type of Study:*

Literature review; Discursive

*Purpose:*

To investigate programs, in Canada and abroad, involving two languages of instruction.

*Methodology:*

Discussed are: theoretical problems of /bilingual/ism and their consequences for second language programs; /immersion/ programs; one-way vs. two-way programs; consequences of not implementing second language programs; past programs in Canada, Europe, U.S., South America, and Asia; the situation in Toronto.

*Findings:*

1. Ignoring /first language/ of students has led to cultural conflict and student feelings of worthlessness, anger, and resentment.
2. Programs for minority groups in Peru, Mexico, and Vietnam have increased /achievement/ and reduced /dropout/s.
3. Native language programs have generated suspicion and mistrust in both dominant and minority cultures.
4. Second language programs have involved administrative, legal, and financial problems in addition to cultural and pedagogical problems.
5. /Parental/ involvement with the school was often higher where bilingual programs were in effect.
6. Goals of second language programs have been realized only when carefully planned and communicated to both parents and teachers.
7. No consensus has been reached on whether it is better to introduce /reading/ in the native or second language.
8. Intensive second language instruction has not appeared to hamper /academic achievement/ in the dominant language.
9. In Canada, French immersion programs have been more successful than less intensive programs.
10. Bilingual students have demonstrated an advantage over monolingual students, particularly in /cognitive/ flexibility and /skill/s.
11. A Toronto survey revealed that 85% of parents responding would enrol their children in /French/ programs and 44% would enrol them in an optional foreign language program.

*Special Features:*

1. /Bibliography/, pp. 53-58
2. Background and results of 'Survey of Interest in French and Other Languages'
3. 'Letters to the Editor' re approval of second language programs in Toronto

Other System: ED 096 817

ISBN 0-88881-121-7

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00315**

Wyman, William C.; Wright, Edgar N.

**-- Exploring the T.R.Q. . An Assessment of the Effectiveness of the Teachers' Rating Questionnaire.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 131 p. ( -- Report ; 123)

## SUBJECT

TEACHERS' RATING QUESTIONNAIRES. /Student/s. /Elementary school/s and /grade 9/
Application to /assessment/ of /academic achievement/. /Evaluation/ -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Methodology:*

TRQ is appraised as a predictor of /academic/ /promotion/ and as a predictor of later TRQ student ratings. Reliability of TRQ and its component parts analyzed. Data from Otis IQ Test and Metropolitan Achievement Tests (MAT) used. Tables; graphs; correlations.

*Findings:*

The TRQ had separate questionnaires for senior kindergarten through grade 2 and one questionnaire for grades 3-9, the latter measuring /performance/, /adjustment/, /creativity/, and school /ability/ on a five-point scale.

*Conclusions:*

1. The reasonable degree of correlation of teacher ratings, especially the performance section, with other measures of academic success (IQ, MAT, and promotions) partly reflect the validity of the TRQ.
2. Using Eigen values, three improved sections based on questions already asked in the various TRQ forms, consistent from senior kindergarten through grade 9, can be created: performance, adjustment, and creativity (or creative-expressive). These new sections can have considerably higher reliability coefficients and meet a number of criteria better.
3. Reliability estimates for the TRQ total and newly created sections demonstrate a 90% confidence level.
4. Individual TRQ sections are not sufficiently defined to serve as independent predictors, but the total TRQ rating makes a good predictor of a subsequent TRQ rating, although the effects of teacher differences and perceptions cannot be eliminated.
5. Further improvements can be made in the TRQ by eliminating certain questions and rewording others.

*Special Features:*

/Bibliography/ -- 7 items

*Tests Included in Document:*

Summaries of the 4 standardized /Teachers' Rating Questionnaire/s

*Tests Used in Research but not Included in Document:*

/Otis Quick-Scoring Mental Abil/ity Tests; records of promotion; /Metropolitan Achievement Test/s

*Notes:*

1. Teachers' Rating Questionnaire (TRQ) developed for /Longitudinal Study of Achieve/ment (LSA), adapted for /New Canadian Study/, and used in several other studies.
2. For other reports on TRQ see ON00316, ON00317.
3. For studies in LSA see notes 2 and 3, ON00231.

Related Records: ON00231; ON00316; ON00317

Other System: ED 106 316

ISBN 0-88881-122-5

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00316**

Wyman, William C.

**– Exploring the TRQ : Technical Supplement.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 33 p. ( -- Report ; 124)

## SUBJECT

TEACHERS' RATING QUESTIONNAIRES. /Student/s. /Elementary school/s and /grade 9/
Application to assessment of academic achievement. Validation -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Methodological

*Methodology:*
Since the TRQ does not allow a direct measure of reliability, because only one teacher knows the student well enough at a given time to do a rating, reliability is measured indirectly, using delayed measures (i.e., the later ratings of each student by subsequent teachers). This formulation of reliability is given in complete mathematical detail. Data are drawn from the four TRQ forms completed after 1960, when the TRQ was initiated as part of the /Longitudinal Study of Achieve/ment. Tables; graphs; correlations; component analysis; measures of theoretical distributions.

*Findings:*
Application of 3 measures evaluating theoretical distributions resulted in the following: percentage covered (92%), percentage normal (90%), and percentage information (98%).

*Special Features:*

1. /Bibliography/ -- 2 items
2. Tables of correlations and loadings, pp. 16-33

*Tests Used in Research but not Included in Document:*
Teachers' Rating Questionnaires; battery of statistical formulas.

*Notes.*
Other reports on TRQ: ON00315, ON00317

Related Records. ON00315; ON00317

ISBN 0-88881-123-3

Availability MF $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00317

Wright, Edgar N.; Wyman, William C.

**-- Trimming the TRQ : (Revised Forms of the TRQ for Toronto Use).**

-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 51 p. ( -- Report ; 125)

## SUBJECT

TEACHERS' RATING QUESTIONNAIRES. /Student/s. /Elementary school/s and /grade 9/
Application to /assessment/ of /academic achievement/ -- Manuals

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Purpose:*

To provide a complete set of administrative booklets of the revised Teachers' Rating Questionnaires for: (a) senior kindergarten; (b) grade 1; (c) grade 2; and (d) grades 3-9; and to provide reasons for revisions.

*Methodology:*

The overall goal of the redesigned TRQ forms is a greater predictive power for this measure, by giving the questionnaires a more standardized form and a more logical construction of its component parts from a statistical point of view. The criteria used relate to a question's redundancy or its low correlation with other questions. It is also suggested that the physical sections previously used in the pre-grade 3 TRQ forms be abandoned.

*Tests Included in Document:*

/TEACHERS' RATING QUESTIONNAIRE/S

*Notes:*

1. Teachers' Rating Questionnaire (TRQ) developed for /Longitudinal Study of Achieve/ment (LSA); adapted for /New Canadian study/.
2. For other reports on TRQ see ON00316, ON00317

Related Records: ON00315; ON00316

Other System: ED 106 311

ISBN 0-88881-124-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00318**

**Purbhoo, Mary; Shapson, Stanley M.**
**-- Transition from Italian : The First Year.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 71 p. ( -- Report ; 126)

## SUBJECT

/ITALIAN SPEAKING/ /STUDENT/S. /Junior kindergarten/s. /Toronto/
/Teaching/. /Use/ of /first language/. Effects on /achievement/ in /English/ /language/ -- Study examples: /General Mercer P.S./

## ABSTRACT

***Type of Study:***
Comparative

***Purpose:***
To describe and evaluate the first year of a /pilot/ foreign language program in a junior kindergarten (JK).

***Sample:***
40 students in /Italian/ /transition/ /program/ at General Mercer P.S. (GM); 92 students (16 Italian) in JK at 2 schools in the same area and with the same socioeconomic and /ethnic/ /background/; teachers (n not given); 40 GM /parent/s; 15 JK parents. Data collected 1973-74.

***Methodology:***
Group and individual activities in classroom observed and compared. Standard and Italian translation of Peabody Picture Vocabulary Test administered to students. Teachers' Rating Questionnaire (TRQ) administered; teachers also rated students' English language competency. Self-made questionnaire administered to parents. Tables.

***Findings:***
1. At GM, standard Italian dialect and English used freely and spontaneously; Italian frequently used in group periods; English dominated activity sessions.
2. More students participated in group conversations at GM than at other schools; no differences when participation in English alone was considered.
3. /Interaction/ patterns similar in all classrooms.
4. No significant differences in /vocabulary/ test performance. English performance of GM students no different from that of non-English speaking controls.
5. No differences in TRQ scores; GM group rated lower than controls on English competency scale.
6. GM students rated higher in Italian language ability than in English on both measures.
7. Among parents, no differences in background or parental interest in school. GM parents had more contacts with school.

***Special Features:***
1. /Bibliography/ -- 15 items
2. Reports related to program implementation

***Tests Included in Document:***
Self-made group and individual /observation schedule/s; /Teachers' Rating Questionnaire/; self- made English Language Competency Scale; self-made /questionnaire/ for parents

***Tests Used in Research but not Included in Document:***
/Peabody Picture Vocabulary/ Test; /California Preschool Social/ Competency Scale

Related Records: ON00314; ON00551

Other System: ED 098 796

ISBN 0-88881-125-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00319**

Reich, Carol M.

**-- Follow-up of the Montessori Programme.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1974. -- 9 p. ( -- Report ; 128)

## SUBJECT

/CULTURALLY DISADVANTAGED/ /STUDENT/S. /K-grade 1/. /Inner city/
/Academic achievement/. /IQ/ and /psychological/ /adjustment/. Effects of /Montessori/ /nursery school/s -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To present data on long-term gains in /cognitive/ /development/, school achievement, and /parental/ /attitude/s towards the school for students of a Montessori preschool program at an inner city school.

*Sample:*
Fifteen students enrolled in a Montessori (M) program in 1971. Data collected 1971-74.

*Methodology:*
IQ test administered to M students in 1971. Developmental tests administered to M students in senior kindergarten (SK) in 1973; scores compared with average scores for SK students at the school during previous four years. Teacher ratings collected for M students in grade 1 in 1974 compared with ratings collected for city wide grade 1 population in 1962. Value Press Inventory (VPI), measuring students' perceptions of values operative in the home, administered to M students in grade 1 in 1974; comparison made with results of VPI administered to all grade 1 students at the school in 1971.

*Findings:*
1. M students were of normal intelligence.
2. M students' results on Draw-A-Person Test were within range of previous groups.
3. 4-year school average on Gessell Copy Forms was 5.5; average for M students was 8.7.
4. Teachers rated M students as high as general population on all but two measures; on items rating /emotional/ control and freedom from /anxiety/, M students were rated higher than general population.
5. There were no differences between M and other students on the ranking of parental values.

*Conclusions:*
There is some evidence that the program resulted in higher levels of intellectual functioning and school achievement that persisted after several years.

*Special Features:*
/Bibliography/ -- 4 items

*Tests Used in Research but not Included in Document:*
/Stanford-Binet Intelligence/ Scale; /Draw-A-Person Test/; Gessell Copy Forms; /Teachers' Rating Questionnaire/; /Value Press Inventory/

*Notes:*
Follow-up of ON00294

Related Records: ON00294

Other System: ED 103 134

ISBN 0-88881-127-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00320**

Young, Vivienne; Reich, Carol M.
**-- Patterns of Dropping Out.**
-- Toronto : /Toronto Board of Education/ Research Dept., 1974. -- 55 p. ( -- Report ; 129)

## SUBJECT

/DROPOUT/S. /Secondary school/s. /Toronto/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine number of student dropouts from the Toronto school system and to document reasons for dropping out.

*Sample:*
Random selection of 921 students believed to be dropouts (DOs), of which 544 were interviewed. Also interviewed were 75 stay-ins (SIs) found by matching DO sample on school, /program/, grade levels, sex, age, credits, and grade point averages. Data collected June 1973-June 1974.

*Methodology:*
Open-ended interview schedules developed for both DOs and SIs. Coding system of categories developed as interviews progressed.

*Findings:*
1. Toronto had a dropout rate of 18% (24% if summer DOs are included).
2. Only 40% of students enrolled in grade 9 completed grade 12 and 20% completed grade 13.
3. 42% of the sample were New Canadians (48% of the secondary school population).
4. Only 68% of DOs were from level 4 and 5 schools (86% of total secondary school population).
5. 6 categories of DOs were developed: the classic DO (23%); the work oriented (53%); the homemaker(6%); the family supporter (7%); the cultural isolate, usually recently arrived /immigrant/s (2%); and the intellectual elite (3%).
6. 4 categories of SIs were developed: the /career/ oriented (42%); the /academic/ally oriented (28%); the discontented reformers (19%); and the future dropouts (10%).
7. Half the DOs left as a result of a specific situation (/family/ crisis, pregnancy, etc.).
8. The work oriented and homemakers were happy to leave; the cultural isolates and family supporters were generally unhappy.
9. Both the classic DOs and the intellectual elite were bitter about school experiences.
10. 39% of the DO's /parent/s approved the decision.
11. More DOs than SIs had no plans for the future.

*Conclusions:*
Any solutions to the problem of dropping out must be tailored to individual needs.

*Special Features:*
/Bibliography/ -- 27 items

*Tests Included in Document:*
Self-made /interview/ schedule for dropouts and stay-ins

*Notes:*
Journal article based on report: Reich, Carol; Young, Vivienne -- 'Patterns of Dropping Out,' - - Interchange, 6 (no.4 1975) 6-15.

ISBN 0-88881-128-4

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00321

Landrus, Gary D.; Brown, A.E.; Long, E.R.

**-- The Toronto Early Identification and Development Program.**

-- Toronto : /Toronto Board of Education/. Dept. of Psychological Services; Research Dept., 1974. -- 217 p. ( -- Report ; 130)

## SUBJECT

/EARLY IDETIFICATION/ AND DEVELOPMENT PROGRAM. /Screening/ for /learning disabilities/ and /perceptual/ /handicap/s. /Student/s. /K-grade 1/. /Toronto/
/Evaluation/

## ABSTRACT

*Type of Study:*

Descriptive; Methodological; Pilot

*Purpose:*

To evaluate early screening and remediation for students with perceptual and-or maturational and-or educational problems.

*Sample:*

163 kindergarten students in pilot study. Several samples of up to 5,000 grade 1 and-or kindergarten students. Over 25,000 tested altogether. Data on students' progress collected from 1967-1973.

*Methodology:*

K-1 students assessed by teachers. Children mentioned as having perceptual problems assessed with one or more standardized instruments, some to be cleared and returned to non-selected group, some to be placed in selected group as maturationally and or perceptually handicapped. Record kept secret from teachers, guidance, etc. Selected and non-selected groups followed up in later grades. Includes assessment and comparison of screening instruments.

*Findings:*

1. Of the pilot study sample, only 65% of the selected group were at expected grade level 5 years after kindergarten and none were higher, while 98% of non-selected group were at expected grade level or higher.
2. Selected group gradually fell behind their grade level in /reading/ and /mathematics/.
3. Kirk XO Test was slightly more effective than Draw-a-Person combined with Perceptual Forms as screening instrument in kindergarten.
4. Teacher-Psychologist Interview, Draw-a-Person, and Perceptual Forms were a more effective screening package than Kirk XO Test and Teacher-Psychologist Interview in grade 1.

*Special Features*

1. Early Identification and Development Program Manual, pp. 6-24
2. /Bibliography/ -- 4 pages
3. Bibliography of tests -- 3 pages

*Tests Used in Research but not Included in Document:*

/Bender Gestalt Test/ for Young Children; /Draw-a-Person Test/; /Every Student Survey/; /Frostig Developmental Test/ of Visual Perception; /Gates-MacGinitie Reading Test/s; /Information, Similarities, V/ocabulary and Blocks (VIBS); /Kirk XO Test/; /Ontario School Abilities Exam/ination Reproduction of Rhythm; /Perceptual Forms Test/; /Purdue Perceptual Motor Survey/; /Stanford-Binet Intelligence/ Scale; /Teacher-Psychologist Interview/; /Teacher's Rating Chart/; /Teacher's Screening Form/; /Wechsler Intelligence Scale/ for Children (WISC); /Wepman Auditory Discrimination/ Test

Other System: ED 101 864

ISBN 0-88881-129-2

Availability: MF - $2.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00322**

Toronto Board of Education. Research Dept.
-- **Study of Slow Learners.**
-- Toronto : /Toronto Board of Education/, Special Committee re School Accommodations for Slow Learners, 1960. -- 46 p. in various pagings. ( -- Report ; 1)

## SUBJECT

/SLOW LEARNER/S. /Student/s. Schools. /Toronto/
/Ability/ /grouping/. Use of /IQ/
/Academic achievement/ and /employability/ related to /program/s
Development of programs and /educational/ /facilities/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess educational facilities for slow learners in Toronto and prior research regarding facilities, and to suggest possible improvements. Prepared for the Board of Education.

*Sample:*
/Opportunity class/es, /academic vocational/ classes, and /junior vocational/ schools in Toronto. Data collected in 1960.

*Methodology:*
Discussions of research implications for identifying and grouping of slow learners, description of educational practices and facilities in Toronto; suggested changes. Tables

*Findings:*
1. Toronto school system groups slow learners in 2 categories for instructional purposes: IQ 50-75 in opportunity classes and junior vocational schools, and IQ 75-90 in academic vocational classes.
2. There is a large difference between the estimated number of slow learners in Toronto schools and the number actually provided for by the special programs.
3. Majority of students in junior vocational schools leave school upon reaching age 16; majority of /dropout/s from academic vocational classes occur when students reach age 16.

*Conclusions:*
1. Late /identification/ and admission to special programs increase learning difficulties of slow learners.
2. Present facilities are inadequate, especially those serving slow learners with IQ 75-90.
3. Physical facilities for slow learners should be expanded, and earlier selection undertaken.
4. A suitable secondary curriculum for slow learners with IQ 75-90 should be instituted. It should be tailored to their needs and include citizenship training and an orientation to the world of work rather than training for specific jobs.

Other System: ED 019 771

ISBN 0-88881-000-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00323**

Mallinson, Thomas J.

-- **Comparative Study of Four Types of Treatment in Improving Adjustment and School Achievement of Gifted Underachievers.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1962. -- 28 p. ( -- Report ; 13)

## SUBJECT

/GIFTED/ /UNDERACHIEVER/S. /Elementary school/s. /Toronto/
/Academic achievement/ (Metropolitan Achievement Test) and /psychological/ /adjustment/ (California Test of Personality). Methods of improvement

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
37 /grades 4-6/ students classified as gifted underachievers (GAs). Data collected from January 1961 to June 1962.

*Methodology:*
GAs had IQs of 120 or more on the Stanford-Binet Intelligence Scale, and had either repeated or were repeating a grade, had been promoted on trial, were unable to cope with their present program, or were rated to be at least 6 months below their grade level on any standardized test of achievement.

Students were divided into 4 groups. Group A (Human Relations Group) had weekly 30- and 60- minute sessions, discussing feelings and /interpersonal relationship/s. Group B (Academic Group) had weekly 30- and 60-minute classes in /science/, with formal lessons, discussions, /group/ research, and presentations. Students in Group C (/Individual/ Sessions) spent varying amounts of time in individual discussions with a /counsellor/ or /guidance/ teacher about their feelings and interpersonal relationships . Group D (Control Students) had no special program.

The California Test of Personality (CTP) was given to all students in October 1961 and June 1962. Teachers' ratings of students' general adjustment were recorded in November and May; the Metropolitan Achievement Test was administered to all students in the same months. The marks from students' June promotion sheets in each grade were tabulated, as was the standing of each student in relation to the rest of the class for June 1961 and June 1962.

*Findings:*
1. Group treatment was generally more effective than varieties of limited individual counselling.
2. Group A improved in areas of both /personal/ and /social/ adjustment.
3. Group B made gains only in the personal adjustment area; there were no academic gains in science.
4. Improvement in general adjustment did not necessarily result in better academic grades.
5. Although there was general agreement between teachers' observations and students' self- ratings on the CTP, marked differences occurred in a number of cases.

*Conclusions:*
1 Special selection and participation in small groups oriented to improvement make a positive difference in student adjustment.
2. Further testing and follow-up investigations are needed to determine the long-term effects of the observed improvements.

*Special Features:*
/Bibliography/ -- 18 items

*Tests Used in Research but not Included in Document:*
/California Test of Personality/, Form AA, Form BB; /Metropolitan Achievement Test/, Form A, Form C; /Stanford-Binet Intelligence/ Scale

*Notes:*
Follow-up study reported in ON00218

Related Records: ON00218

ISBN 0-88881-012-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00324**

Ramsey, Craig A.; Wright, Edgar N.

-- **Grade Nine Programme Placement ; Non-Canadian Born Students : Their Placement in Grade Nine Programmes and Its Relationship to Other Factors.**

-- Toronto . /Toronto Board of Education/, Research Dept., 1969. -- 34 p. ( -- Report ; 77) (/New Canadian study/)

## SUBJECT

/GRADE 9/ /STUDENT/S. /Toronto/
/Placement/ in /5-year/ /program/ related to /birthplace/ and /language/
/Immigrant/s. /Academic achievement/, /age/ at immigration, /rural/ or /urban/ /background/, and /sex/ related to placement in 5-year program

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To determine why more Canadian born students rather than non-Canadian born students are presently in 5-year programs.

*Sample:*
2,072 grade 9 students.

*Methodology:*
Data collected for ON00256 were more extensively analyzed for this report. Earlier study showed 60% of Canadian born and 45% of non-Canadian born students were in a 5-year program. For purpose of analysis four groups of students were used: Canadian born monolingual; Canadian born /bilingual/; non-Canadian born monolingual; non-Canadian born bilingual. Factors investigated for possible influence on grade 9 placement were sex, urban versus rural background, age on arrival, language, and school performance. Tables; graphs; chi-square; significant differences.

*Findings:*
1. Students born in Canada were more likely to be in a 5-year program regardless of language background: 73.6% of students, born in Canada but learning /English/ as a /second language/, were in a 5-year program as opposed to 43.5% of non-Canadian born whose mother tongue is not English.
2. Sex and age appeared to be related to the underrepresentation of non-English speaking immigrants in a 5-year program. /Female/ students and students over six upon arrival in Canada were underrepresented.
3. Urban background was significant only in causing increased representation in a 5-year program of Canadian born students.

*Conclusions:*
1. Cultural beliefs of parents, especially about the education of females, as well as the importance of working for a living, appear related to the underrepresentation of immigrant students in a 5-year program.
2. These factors, as well as language ability, would have to be considered if the proportion of immigrants in a 5-year program is to be increased.

*Notes:*
1. Follow-up of Report ON00256
2. See note in Report ON00325 for interrelationships of New Canadian studies.

Related Records: ON00256; ON00325

ISBN 0-88881-077-6

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00325**

Wright, Edgar N.

**-- Learning English as a Second Language : A Summary of Research Department Studies.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1970. -- 14 p. ( -- Report ; 87) (/New Canadian study/)

## SUBJECT

/IMMIGRANT/S. /Student/s. Schools. /Toronto/
 /Characteristic/s

IMMIGRANTS. /Non-English speaking/ students. Schools. Toronto
 /Adjustment/ /problem/s

## ABSTRACT

*Type of Study:*

Discursive; Research review

*Methodology:*

Brief summary of results of Toronto Board research given in two sections:(a) general description of immigrant student; (b) problems and strengths of those learning English as a second language. Period of research summarized: 1959-1970.

*Conclusions:*

1. Problems of adjustment are greatest for the older student who began schooling in another country.
2. A flexible program is recommended for teenage students so that they can learn English while integrating their knowledge in other subject areas with the requirements of the Canadian curriculum.
3. Some personal cost to the student in the period of transition should be anticipated, and it appears unrealistic to expect all immigrant students to complete a /5-year/ program.
4. A regularly updated collection of data on types and numbers of immigrant students would be more useful than further research in meeting certain immigrant needs. The report recommends the /community/ centred approach in schools as a means of being in closer touch with the immigrant's world.

*Special Features:*

1. /Bibliography/, pp. 8-10
2. Appendix includes a chronology of Toronto Board research studies on New Canadians (1959- 1970) with a brief indication of contents.

*Notes:*

ON00255 is a literature review; ON00258 instrument developed for study; ON00272 analyzes urban- rural background; ON00280 analyzes language background; ON00282 analyzes age on arrival; ON00273,and ON00276 discuss different programs used with New Canadians; ON00254 describes choice and use of Raven Progressive Matrices Test; ON00291 describes self-made mathematical concept sorting test.

Related Records: ON00254; ON00255; ON00256; ON00258; ON00272; ON00273; ON00276; ON00280; ON00282; ON00291; ON00324; ON00307

Other System: ED 074 793

ISBN 0-88881-087-3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00327**

**Baldwin, Beth**

**-- Study of Technology and Business Courses (the Equivalent of First Year Courses in the /Ryerson Polytechnical Institute/) in Metropolitan Toronto Secondary Schools 1963-1964.**

-- Toronto : /Metropolitan Toronto School/ Board, 1964. -- 93 p.

## SUBJECT

/SECONDARY SCHOOL/S. /Metropolitan Toronto/
/5-year/ /program/s: /business/ /education/ and /technical/ education. /Attitude/s of /student/s and /teacher/s
STUDENTS. 5-year commercial and technical education programs. Secondary schools. Metropolitan Toronto
/Academic achievement/ and /IQ/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To survey the /abilities/, /achievement/s, and attitudes of students in R13 courses, the attitudes of teachers and /administrator/s, and the status of R13 /graduate/s of 1962-63.

*Sample:*
321 students at 9 secondary schools offering R13 courses; teachers and administrators (n not given) at the same schools; 24 R13 graduates. Data collected 1963-64.

*Methodology:*
Dominion Group Test of Learning Capacity (DGTLC) administered to students. Questionnaire administered to students and graduates. /Opinion/s of teachers and administrators collected informally. Achievement data from secondary school records and Ryerson files. Tables.

*Findings:*
1. Of 119 students who had not previously repeated a grade, 62 passed.
2. Median score on DGTLC was 108.86. 72 students below the median passed the R13 courses.
3. /Engineering/ /technology/ and /business administration/ courses had the highest proportion of students with IQ ratings over 120.
4. Business administration course had lowest number of /dropout/s and highest percentage of students who had repeated one or more grades. It was the only course where students with IQ ratings over 120 failed.
5. Students were generally favourable to courses and teachers, but complained of lack of /freedom/ and privileges.
6. Suggestions for improvement from both teachers and students centred on the /mathematics/ program.
7. 23 of 24 graduates in 1962-63 enrolled in Ryerson. By October 1964, 14 were in third year, 3 were in second year, and 7 were employed.
8. Percentages of 1963-64 graduates enrolled in second year Ryerson were: engineering technology 90.2%; business administration 88%; /architectural/ technology 100%; and /secretarial science/ 100%.

*Tests Included in Document:*
/Dominion Group Test of Learnin/g Capacity - Advanced, Form A; self-made /questionnaire/s

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00328**

Metropolitan Toronto School Board. Teachers' Salary Committee; Teacher Workload Committee; Quality Teaching Committee

**-- Quality Teaching Study.**

-- Toronto : /Metropolitan Toronto School/ Board, 1969. -- 200 p.

## SUBJECT

/TEACHER/S. Schools. /Metropolitan Toronto/
/Education/
/Salary/s and /workload/s

## ANNOTATION

A compilation of reports by 3 of 5 committees established by the Metropolitan Toronto School Board, the 6 area boards, and the public school teachers' federations.

In the report of the Teachers' Salary Committee, principles and objectives of revised salary schedule are defined; categories and procedures for movement through and within them are detailed. A central documentation board to equate and uniformly interpret /academic/ /qualification/s is proposed; operational goals and procedures are detailed. Conflicts surrounding the concept of /merit pay/ (MP) are summarized, with information on existing MP programs, areas for further research are suggested; improvement in working conditions and promotion through /differentiated staff/ing are discussed as /alternative/ forms of recognition.

In the report of the Quality Teaching Committee, changes in teacher training institutions are proposed: upgraded qualifications for staff; expanded role for specialized associate teachers; individualized practice teaching assignments in selected schools, exposure to clinical situations; and implementation of an undergraduate /internship/ program. Deficiencies in inservice programs are detailed; implementation procedures for an expanded /professional/ /development/ program for teachers and /principal/s are outlined. Areas of discussion and operational procedures for teacher-trustee liaison committees at the metropolitan and local levels are outlined. Concepts of optimum /class size/ are discussed in conjunction with the results of a questionnaire to principals on class size; junior school staffing procedures are recommended.

In the report of the Teacher Workload Committee, a /community/ school concept is delineated; organizational plans for /community use/ of schools are outlined, as are strategies for implementation at governmental, city-borough board, and local school levels. The proposed concept is related to the regular program, with emphasis on /inner city/ schools; 13 subjective and objective factors for drawing a community day school profile are outlined, with procedures for use; criteria for determining local /need/s and evaluating local /program/s are suggested. This subsection includes a 19-item /bibliography/.

Use of /teacher aide/s is discussed in terms of: advantages; difficulties in existing programs; duties; recruitment procedures; classification according to qualifications, experience, and responsibilities; /inservice/ programs; and implementation procedures. Results of a questionnaire to principals and teachers on use of aides are tabulated and discussed. Available professional services are catalogued; uses in teacher training and inservice education are recommended, with emphasis on meeting needs of beginning teachers. Conflict over teacher participation in administration of student accident insurance plans is discussed.

*Notes:*
Reports by Teachers' Salary Committee, Teacher Workload Committee and the Quality Teaching Committee.

Availability: MF - $2.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00329**

Metropolitan Toronto School Board. ETV Committee
**-- In-School Media Use Survey -- Winter, 1972.**
-- Toronto : /Metropolitan Toronto School/ Board, 1972. -- 13 p.

## SUBJECT

**AUDIOVISUAL AIDS**

/Audiotape/ /recording/s, /film/s, /filmstrip/s and /slide/s. /Use/ compared with use of /ETV/ -- Study regions: /Metropolitan Toronto/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
981 /teacher/s (442 elementary; 182 intermediate; 357 secondary) at 29 schools (19 /elementary school/s; 5 /intermediate school/s; 5 /secondary school/s) polled. 715 teachers responded (284 elementary; 138 intermediate; 293 secondary). Data collected March 1972.

*Methodology:*
The Ontario Educational Communications Authority (/OECA/) was asked to include 4 questions on media and ETV use in its winter 1972 school survey. Random subsample of 29 schools taken from OECA sample of 164 Metropolitan Toronto schools. Area boards distributed OECA questionnaires to the teachers. Response rate: 72.9%. Questionnaires analyzed by OECA.

*Findings:*
1. Average number of TV sets per school was 5.5. Average number of teachers per set was 6.3 and of students per set 126. 4% were colour sets and 57% had UHF capacity. 10 schools (3 elementary, 3 intermediate, and 4 secondary) had /videotape/ machines. 4 were using equipment to tape 'Off-Air.' None of the schools owned TV cameras. 17 of 25 schools had cable facilities.
2. About 50% of sample watched OECA teacher education broadcasts. 68.1% reported never using TV with students; 25.3% never used listening media; 20.8% never used filmstrips, 8 mm films, or slides; and 29.5% never used 16 mm films. Only 2.6% reported using TV more than 5 times a month, while 37.5% used listening media, 24.2% used filmstrips, etc., and 11.7% used motion pictures, more than 5 times a month.
3. Two-thirds reported that an audiovisual /technician/'s services were available to them. This did not correlate with greater use of media.

*Conclusions:*
1. Films, tape recorders, filmstrips, and related media have been accepted by a high proportion of teachers, especially at elementary level.
2. Lower use rates for TV and videotape may be due to relative newness, expense, scheduling and technical difficulty, the difficulty of teacher previews, and a shortage of suitable programs.
3. AV technicians, generally assigned to large schools with equipment difficulties, may have helped equalize large-small school TV use.
4. Results should not be allowed to prejudge effectiveness of ETV as investigated in more broadly based research.

*Special Features:*
1. List of schools in sample
2. Table of Distribution of Teachers by grade
3. Findings are detailed by school panel

*Tests Included in Document:*
OECA Winter 1972 Survey form

*Notes:*
Questionnaires based on instruments in ON00340

Related Records: ON00340

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00330**

Roberts, L. Dianne

-- **The Verbotonal and Regular Programmes in the Metropolitan Toronto School for the Deaf : A Descriptive Study.**

-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1969. -- 57 p.

## SUBJECT

/AURALLY HANDICAPPED/ STUDENTS

Aural training. Use of /Verbotonal/ Prcgram compared with /oral/ /program/ -- Study examples: Metropolitan Toronto School for the Deaf

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

All 15 /student/s of Verbotonal program class and a selected sample of students of 5 regular oral program classes at the Metropolitan Toronto School for the Deaf. Data collected during 1968-1969 school year.

*Methodology:*

Compared Verbotonal program developed by P. Guberina, Courtney Stomtsa and William Dawson with oral program; considered theory, procedures, equipment, including /SUVAG/ I and SUVAG II. /Classroom/ /observation/s, /tape/ /recording/s to test /aural/ /perception/ and /parent/ interviews used to compare the effectiveness of the two programs.

*Findings:*

1. The Verbotonal program, developed by Peter Guberina in Yugoslavia and later by Courtney Stomsta and William Dawson in the U.S.A., taught deaf to speak through aural training using SUVAG high-amplification equipment and phonetic body movements.
2. No significant difference was shown by the results of a t-test in the auditory /evaluation/ of the two groups done by the /Canadian Hearing Society/.
3. Parents of students in both groups approved the program in which their children were enrolled.

*Conclusions:*

1. Comparative evaluation of Verbotonal and oral programs is inconclusive due to tensions between regular and Verbotonal staff and short time span of study.
2. SUVAG equipment may be ineffective if operators are not thoroughly trained in use, maintenance, and evaluation.
3. The Verbotonal program should be continued with the group of students used in the study for two or more years but in a different location, since the Metropolitan Toronto School for the Deaf does not have enough space.
4. A full research program evaluating Verbotonal program and SUVAG equipment should be carried out in cooperation with other interested agencies.

*Special Features:*

1. /Bibliography/ -- 4 pages
2. Auditory test instructions

*Tests Included in Document:*

Self-made /questionnaire/

*Notes:*

/Hambleton, Donald Charles/, Supervisor

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00331**

Metropolitan Toronto School Board. Research Dept.
**-- Survey of Children Enrolled in the Schools for the Trainable Retarded.**
-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1970. -- 24 p.

## SUBJECT

/TRAINABLE/ /MENTALLY HANDICAPPED/ /STUDENT/S. /Special school/s. Metropolitan Toronto /First language/s, /handicap/s, /IQ/ and /religion/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide some broad demographic data and define specific /characteristic/s of the retarded student population.

*Sample:*
1,011 case history files in the central office of the Metropolitan Toronto Schools for the Trainable Retarded. Data collected during summer 1970.

*Methodology:*
Two research assistants read all the files and summarized the information. Tables.

*Findings:*
1. Type of records on file varied greatly from student to student and school to school. Information in the central file was a duplicate of that found in school files, with school files having more information on student /progress/ since admission to a school for the retarded.
2. Main religious affiliations were Protestant (46%) and Roman Catholic (42%). /English/ was not the mother tongue of 34% of the retardates.
3. While the range of retardation of the students in the 6 schools extended from educable to severely retarded, the majority were trainable. Approximately one-third did not have a classification of their retardation noted on their files because they were not tested (17%), because there was conflicting information (3%), or because of other reasons, e.g., IQ scores recorded but no classification (12%).
4. 40% of the students had been in a school for the retarded for over 5 years.
5. Over one-third of the students had at least one /emotional/ or serious /behaviour/ /problem/. 22 were classified as /schizophrenic/ or /autistic/.
6. Over 40% of the students had at least one /physical handicap/ and over one-third had /speech/ problems.
7. About 20% of the retardates were diagnosed as mongoloids.

*Conclusions:*
1. More information on the student's progress while in school should be kept in the central office files.
2. From lack of information in the files on psychiatric services for the students, it is postulated that little help is available for the retarded student with emotional problems.
3. Needs of the multiple handicapped, severely emotionally disturbed are not being adequately met.
4. More testing should be done after school entrance.
5. Considering the high percentage of students whose mother tongue is not English, /nonverbal/ /test/s are not being administered as frequently as they could be.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00332**

Burbidge, Scott

**-- Outdoor Education Sites Within the Metropolitan Toronto Region : An Inventory and Analysis of Available Public Lands Suitable for Outdoor Education.**

-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1970. -- 85 p.

## SUBJECT

/OUTDOOR EDUCATION/. /Program/s. Schools. /Metropolitan Toronto/
/Facilities/ : /site/s
Teachers. Education

## ABSTRACT

*Type of Study:*

Discursive

*Methodology:*

Various sites for outdoor education in the Metropolitan Toronto Region and in Toronto are discussed in terms of: topography; road and trail access, soil and woodland characteristics; ecological tolerances; and /recreational/ facilities. Measures to increase site tolerances are discussed. Standards for /student/ /behaviour/ are suggested for various environments (e.g., marshlands, forests). Organizational procedures for site expansion and maintenance and for outdoor program distribution are proposed. The philosophy and content of a possible /teacher education/ program are outlined.

*Findings:*

1. A total of 18,500 acres was available for outdoor education in the region, with a wide variety of environments and programs available.
2. Although the Metropolitan Toronto Region Conservation Authority (MTRCA) has managed the sites well, site tolerances could be improved.

*Conclusions:*

1. Within Metropolitan Toronto itself the scope for outdoor education is continually changing as a result of human development and use of available sites.
2. All programs should aim to impart a concern for nature as well as geological, biological, and ecological facts.
3. As sites are not evenly distributed over the area, program priorities should be ranked. An overall planning organization, including school boards, the parks department, and the MTRCA should be established to set up the priorities and to monitor conditions, suggest improvements, and control numbers.
4. A large scale teacher training program should be inaugurated. Within a framework of ecological awareness and human land use, the program should cover a broad range of topics and skills and should suggest ways of dealing with natural student ebullience that could be damaging to the site.

*Special Features:*

1. /Bibliography/ -- 8 items
2. Aerial and detail maps showing sites, flood control projects, and school locations

*Notes:*

Report published both as a separate document and as a section of ON00591.

Related Records: ON00591

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00333**

Desjardins, Aline; Hambleton, Donald Charles
**-- A Survey of the Attitudes and Concerns of Parents with Children in the Schools for the Trainable Retarded.**
-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1972. -- 122 p.

## SUBJECT

/PARENT/S. /Trainable/ /mentally handicapped/ /student/s. /Special school/s. /Metropolitan Toronto/ /Attitude/s and /problem/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
250 students randomly selected from files of schools for retarded; information collected through /interview/s with 170 parents, 133 /English speaking/ (E), 29 /Italian speaking/ (I), and 8 /Portuguese speaking/ (P). Data collected 1971.

*Methodology:*
Self-made questionnaire, incorporating modified Caine-Levine Social Competency Scale, administered to parents. Data grouped by age, sex, language, and diagnostic information. Percentage tables; distribution curves.

*Findings:*
1. Most frequently mentioned effects of school /attendance/ were: /speech/ improvement, /socialization/, /number/s, /printing/, and /athletics/
2. Features most in demand were: more /reading/, /writing/, speech /therapy/, and /physical education/; smaller classes; after school program of supervised /activities/; sex education; more /communication/ between parents and schools.
3. Non-acceptance of retardation and school /placement/ most frequent parental problem, particularly if child under 12. Non-acceptance of retardation found in 25% of I and E parents; none in P parents.
4. /Discipline/ problems and insubordination, particularly among /male/s and /Down's Syndrome/ children, most frequently mentioned /behaviour/ problems.
5. 23% of E, 60% of I, and 75% of P children played with /sibling/s in the home.
6. I and P children spent more /leisure time/ with /families/ than E children.
7. Much leisure time spent in passive activities in the home.
8. Almost half parents said 'don't know' to questions on future /expectation/s. 40% hoped for /sheltered workshop/s, 23% hoped child would learn a trade.
9. Approximately 20% of E mothers found it difficult to discuss sexual matters with children; I and P mothers did not mention sexual or sex education problems.

*Conclusions:*
1. Schools should: introduce /sex education/, /extracurricular/ and outreach programs; re-evaluate reading and writing programs; acquire /social work/ staff; and work more closely with other organizations.
2. Multilingual directory of /community/ recreational, educational, and institutional services for mentally handicapped should be published.

*Special Features:*
1. /Bibliography/ -- 18 items
2. /Literature review/
3. Map showing school locations

*Tests Included in Document:*
Self-made /questionnaire/; /Caine-Levine Social Competenc/y Scale

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Eduction, Mowat Block, Toronto

**PROCESSED REPORT** **ON00334**

Metropolitan Toronto School Board. Research Dept.

**– A Survey of Inner City Schools.**

-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1973. -- 32 p. in various pagings.

## SUBJECT

/ELEMENTARY SCHOOL/S. /Inner City/. /Metropolitan Toronto/
/Facilities/, /personnel/ and /program/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
/Principal/s and small groups of staff at 84 inner city schools. Also involved in responding were: small groups of /parent/s at 12 of the schools; /paraprofessional/s at 10 schools; /volunteer/s at 9 schools. Data collected June 1972.

*Methodology:*
Self-made questionnaire mailed to schools. Frequencies tallied and presented graphically. Schools compared on basis of size and length of inner city status designation.

*Findings:*
1. In period after designation, emphasis shifted away from increasing staff and training and helping New Canadians towards improving /self concept/ and school-/community/ relations.
2. Few differences in responses between schools.
3. Continuing concerns were: /behaviour/, /learning/, /socioeconomic/, and /staff/ing /problem/s.
4. Problems of staffing and of /equipment/ and supplies had decreased following designation, although extra specialized staff still required.
5. Improvements in /reading achievement/, /academic/ /skill/s, /student/ /attitude/s toward program and school, parents' attitudes and staff morale were reported by over three-quarters of respondents.
6. Two-thirds believed extra resources to be moderately appropriate; 60% believed extra /resource/s and assistance to be moderately sufficient.
7. 80% believed rate of progress toward realization of program /objective/s to be satisfactory.
8. In evaluating inner city programs, the most important factors listed were: tone of school (/environment/), /academic achievement/, extent of /individualization/, and reading levels. The least important were: /vandalism/, /truancy/ rate, /failure/-retardation rate, number of /field trip/s, and staff /turnover/.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00335**

Metropolitan Toronto School Board. Study of Educational Facilities
**– E5 : Academic Evaluation : An Interim Report.**
-- Toronto : /Metropolitan Toronto School/ Board, 1972. -- 214 p.

## SUBJECT

/SEF/ /OPEN PLAN/ /SCHOOL/S. /Elementary school/s. /Metropolitan Toronto/ compared with non-SEF open plan schools and /traditional plan/ schools. /Evaluation/ by /user/s: /teacher/s, /student/s, /parent/s, and /community/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To compare SEF open plan schools with non-SEF open plan schools (NSO) and non-SEF traditional plan (NST) facilities from the standpoint of the users.

*Sample:*
1. For the school survey: 16 schools (8 SEF, 4 NSO, 4 NST) from 6 area boards of education in Metropolitan Toronto; all 367 teachers from these schools (206 SEF, 60 NSO, 101 NST); random sample of /grade 5/ and /grade 6/ students, n = 1,078 (510 SEF, 263 NSO, 305 NST).
2. For the neighbourhood survey: 8 school districts (4 SEF, 2 NSO,2 NST); 296 parents (146 SEF, 78 NSO, 72 NST); 281 neighbours (141 SEF, 69 NSO, 71 NST).
3. For observation: 12 schools (4 SEF, 4 NSO, 4 NST); 6,573 spaces observed (2,517 SEF, 1,860 NSO, 2,196 NST).
4. Data collected April-May 1971.

*Methodology:*
Users (staff, students, parents-neighbours) polled on use of, and satisfaction with, /facilities/; direct observation of use and /activity/ patterns at 4 SEF and all non-SEF schools. Tables; percentages.

*Findings:*
1. Users generally more satisfied with SEF-NSO than with NST schools. SEF vs NSO differences often smaller than school-to-school differences within each category.
2. The /program/s being conducted in SEF schools involved considerably more activity than the programs at other schools; there was more use of /school library/; greater variety of tools in use; less formality.

*Conclusions:*
1. SEF schools provide very satisfactory /educational/ /environment/s.
2. Open style teaching occurs in traditional plan schools but not as frequently as in open plan schools.
3. Plans for open area schools should include sufficient floor space, /noise/ control, and /atmosphere/ control. New ways of training teachers for open plan should be explored.
4. Second-year evaluation should be planned.
5. /Secondary analysis/ should be conducted at York University.

*Special Features:*
1. /Annotated bibliography/ of research on open space schools, pp. 180-207
2. /Bibliography/ of bibliographies and directories on open space schools, pp. 208-209
3. Index, pp. 209-214

*Tests Included in Document*
Self-made /questionnaire/ /observation schedule/s

*Notes:*
1. Inside title: SEF Academic Evaluation : An Interim Report.
2. Secondary analysis of this data in ON00057.
3. Further evaluation of SEF Schools in ON00340.

Related Records ON00057; ON00340

Other System: ED 061 598

Availability: MF $2.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00338**

Metropolitan Toronto School Board. Study of Educational Facilities
-- **SEF Annotated Bibliography of Research on Open Plan Schools.**
-- Toronto : /Metropolitan Toronto School/Board, 1974. -- 88 p. ( -- SEF B-1)

## SUBJECT

/OPEN PLAN/ /SCHOOL/S
/Research/ -- /Annotated bibliography/

## ANNOTATION

Intended for Board researchers in conjunction with SEF's evaluation of open plan schools, this bibliography concentrated entirely on studies of open plan /classroom/s or open plan schools and the /student/s and /teacher/s in those schools.

In 1971, only 22 research reports on open plan schools were located. A partial revision in 1974 located another 77 studies. There was one study dated 1963, one 1968, six 1969, sixteen 1970, and twenty for each of 1971, 1972, and 1973. Studies were made by doctoral students, university students, individual schools, a teachers' federation, and school boards.

Only 59 of the 99 studies have been abstracted. Page-long abstracts discuss purpose, sample, methodology, findings, and conclusions. 12 studies were cited without being seen.

39 of the studies are discussed in an 'Overview of Empirical Studies on Open plan Schools'; these are also indexed. The overview points out variations in sample size, and whether or not teachers and-or students were included. 30 of the 39 studies make comparisons with /traditional Plan/ schools; most deal with /elementary school/s; seven are wholly or partially on /secondary school/s, but no study focusses on the /intermediate grade/s. The bibliography is arranged alphabetically by author.

Availability: MF - $1.00; HC -- available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PROCESSED REPORT ON00337

Metropolitan Toronto School Board. Study of Educational Facilities
**-- SEF Annotated Bibliography on Informal Education.**
-- Toronto : /Metropolitan Toronto School/ Board, 1972. -- 41 p. ( -- SEF B-2)

SUBJECT

/OPEN EDUCATION/
/Annotated bibliography/

ANNOTATION

The 143-item bibliography grew out of a concern about the kinds of /program/s possible in /open plan/ /school/s. Informal education and open education were treated as synonyms. The annotations vary in length and have no set formula. Many are simply reading notes and they are generally more descriptive than evaluative. Most of the material is from 1968-1972 but there are some earlier citations. Books, journal articles, and pamphlets are included; audiovisual material is excluded.

The bibliography is organized into 10 sections: general; /British/ informal education by British writers; British informal education by American writers; American informal education; informal education in /Canadian/schools; /methodology/ for informal education; /teacher education/ for informal education; criticism of informal education; /research/ and /evaluation/ of informal education; and bibliographies on informal education. There is a name and place index, and a subject index.

Other System: ED 063 619

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PUBLISHED REPORT** **ON00338**

**Metropolitan Toronto School Board. Study of Educational Facilities**
**-- Hints for Survival in Open Plan Schools.**
**-- Toronto : /Metropolitan Toronto School/ Board, 1973. -- 13 p.**

## SUBJECT

**/OPEN PLAN/ /SCHOOL/S**
**/Teaching/ -- Study regions: /Metropolitan Toronto/**

## ANNOTATION

Based on extensive /observation/s and interviews conducted by the Study of Educational Facilities (/SEF/) in open plan schools in and around Metropolitan Toronto, this pamphlet provides advice for people working, or contemplating working, in open space. /Principal/s and /teacher/s currently in open plan schools are encouraged to define their own problems and to rely on their own perceptions. The content is also designed to help teachers who are contemplating going into the flexible space of an open plan school for the first time to understand the variety of situations that may face them, by indicating the diversity of open plan schools in Metropolitan Toronto in terms of /administration/, teaching styles, and /facility/ arrangements. Includes a description of Bussis' and Chittenden's four teaching modes -- /traditional/, good traditional, poor /progressive/, open -- adapted and developed by the writers. Self-examination questions follow most chapters.

Other System: ED 074 611

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00340**

Metropolitan Toronto School Board. Study of Educational Facilities
**-- E6: Academic Evaluation : A Report on SEF Open Plan Schools.**
-- Toronto : /Metropolitan Toronto School/ Board, 1975. -- 289 p. ( -- SEF E6)

## SUBJECT

/SEF/ /OPEN PLAN/ /SCHOOL/S. /Intermediate school/s and /junior school/s. /Metropolitan Toronto/
/Program/s. /Openness/
/Evaluation/ by /user/s: /student/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To evaluate SEF schools from standpoint of users; to expand on earlier study which dealt almost exclusively with /satisfaction/ and /use/ by including questions about /open education/ programs.

*Sample:*
340 teachers, 577 students in 15 K-6 schools; 195 teachers, 402 students in 7 intermediate schools (grades 7-9). Schools located in all six boroughs of Metropolitan Toronto. 10 schools had been in operation for 3 years. Data collected 1973.

*Methodology:*
Questionnaires were administered. Scales were developed in particular 'The Ideal Open Plan Scale' and one based on David Canter's Environmental Assessment Scale. Extensive series of two variable tables. Graphs used to illustrate significant relationships. Material is organized into chapters including: /working condition/s, /physical/ /environment/, /social/ environment, use of physical /facilities/, /library/, program openness. School factors considered: /size/, rate of occupancy, rate of growth in /enrolment/, length of time in operation, and /socioeconomic/ /status/. Significant differences for grades 7-9 teachers working in enclosed areas vs. open areas is presented in tables.

*Findings:*
1. Openness strongly associated with K-6 rather than with 7-9.
2. Some schools took full advantage of /flexible/ open environment, with facilities sometimes more open than programs warranted; built-in adaptability of SEF system rarely used to adjust to a program.
3. Many users, especially teachers, dissatisfied with climatic /atmosphere/.
4. Many users, especially 7-9 teachers, dissatisfied with casework (/furniture/) and with /noise/.
5. 7-9 students very pleased with facilities.
6. Libraries, casework, and /audiovisual/ /equipment/ used fairly extensively.
7. Users positive about /lighting/ and interior /appearance/.
8. Most students liked going to school and were rarely bored.
9. Constraints of /crowdedness/ for students strongly related to every sort of noise distraction and to enjoyment of open areas; crowdedness not related to /privacy/; despite smaller /class size/, K-6 teachers in schools in lower income districts reported less satisfaction with 'roominess' than other K-6 teachers.

*Conclusions:*
1. It takes several years to develop a program in an open environment.
2. Canter scale and Ideal Open Plan School Scale have potential for professional development.

*Special Features:*
1. Response frequencies provided with questionnaires
2. Coding of open-ended questions
3. /Bibliography/ of /research/ on open plan schools, pp. 248-258
4. Discussion of research on /academic achievement/ in open plan schools, pp. 259-264
5. List of SEF buildings
6. Sample /floor plan/s
7. Glossary; detailed index
8. Quotations from open-ended questions sprinkled throughout

*Tests Used in Research but not Included in Document:*
Self-made student /questionnaire/; self-made teacher questionnaire which includes /Ideal Open Plan School/, /Canter Environmental Assessme/nt, and OISE's /Dimensions of Schooling/

*Notes:*
Earlier report on 8 of the same schools: ON00335

**Related Records:** ON00335

**Availability:** MF - $2.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PROCESSED REPORT ON00341

Desjardins, Aline; Hambleton, Donald Charles

**-- The Graduates 1969-1971 : The Metropolitan Toronto Schools for the Retarded.**

-- Toronto : /Metropolitan Toronto School/ Board, Research Dept., 1975. -- 50 p. in various pagings.

## SUBJECT

/MENTALLY HANDICAPPED/ /STUDENT/S. /Special school/s. /Metropolitan Toronto/ /Graduate/s. /Birthplace/, /employment/, /first language/, and /handicap/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To describe graduates of schools for the retarded in terms of /background/, etiology, /occupational/ /status/, /social/ /adjustment/, and living conditions.

*Sample:*

148 students who left school at age 18 in 1969, 1970, and 1971. Data collected 1972.

*Methodology:*

Basic data collected from school and social agency records. Graduates' /parent/s /interview/ed, primarily by /telephone/. Graduates in each occupational category compared according to language, diagnosis, /IQ/ scores, /reading/ and /writing/ /ability/, friends and social outings. Percentage tables; distribution graphs.

*Findings:*

1. 74% of sample spoke /English/, 14% spoke /Italian/. 27% were /foreign born/.
2. Almost half had chromosomal abnormalities or brain injuries; 48% had retardation described as of unknown origin.
3. 58% worked in /sheltered workshop/s or the Employment Training Centre (ETC); 22% were at home and had no occupational placement; 9% were in institutions; 5% had full time jobs in the community, obtained primarily through family contacts.
4. 78% were living at home with parents.
5. 44% used public transportation on their own; 62% saw movies, mainly with workshop groups or family members; 60% had friends; 71% went to restaurants, but rarely by themselves; 61% went to stores alone, but only 34% could handle change for under a dollar; 29% never used a telephone.
6. Almost half did craft work at home; 57% practiced some form of /athletics/; 90% watched /television/; 82% read or looked at books or magazines.
7. Of those in full time jobs: none had IQ scores below 45; majority spoke a language other than English; 75% had reading and writing ability beyond grade 2 level; 75% had retardation described as of unknown origin.
8. Majority in workshops and ETC had minimal or less than grade 1 reading and writing skills.
9. Of /adult/s with /Down's Syndrome/: 44% were in workshops; 25% were at ETC; 25% were at home. None were employed.
10. Of brain injured adults: 38% were in workshops; 31% were at ETC; 15% were at home.

*Special Features:*

/Bibliography/ -- 4 items

*Tests Included in Document:*

Self-made /questionnaire/ for parents

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00342**

Metropolitan Toronto School Board. Joint Teacher-Board Study Committee on Tenure and Redundancy
– **Consider Retraining Programs.**
-- Toronto : /Metropolitan Toronto School/ Board, 1974. -- 32, 4 p.

## SUBJECT

/TEACHER/S. /Secondary school/s. /Metropolitan Toronto/
  /Demand/ related to /subject/s
  /Retraining/
/STUDENT/S. Secondary schools. Metropolitan Toronto and /Ontario/
  /Enrolment/s related to subjects

## ANNOTATION

A pamphlet to provide secondary school teachers with the evidence of a growing imbalance in the supply-demand of teachers, both because of /declining/ enrolment and because of markedly different trends in student /choice/ of subjects. Main purpose of pamphlet was to publicize various ways in which qualified teachers may retrain to give themselves more /flexibility/

Enrolment statistics by subject for 1971, 1972, and 1973, both in Ontario and in Metropolitan Toronto, presented on pages 13-22. Declining enrolments: /physical education/ (4%); /geography/ (5%); /French/ (11%); /history/ (13%); /German/ (33%); and /Latin/ (35%); overall decrease in /social science/s (5%). Relatively stable enrolment: science (/physics/ and /chemistry/ relatively stable, slight increase in general science and /biology/). Fluctuating enrolments: /art/, /world politics/, /graphic art/s, /masonry/ and allied trades, /auto mechanic/s, and /woodworking/ (general). Increasing enrolments: /English/ (6%); /drama/ (10%); /home economics/ (11%); /music/ (13%); /mathematics/ (14%); and /Italian/ (43%). Overall increased enrolments: /business education/ (14%); and /technical education/ (34%).

Special features include: a 15-item /bibliography/ on retraining and /surplus/; OSSTF guidelines for retraining loan fund; /innovative/ /course/s 1972-74; tables on how to obtain additional /certification/; 4-page pamphlet on Teacher Retraining in Metropolitan Toronto.

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00343**

Feeney, James D.

**-- A Study of Teacher Absentee Rate in the Metropolitan Separate School Board and Boards of Education in Metropolitan Toronto.**

-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1970. -- 15 p.

## SUBJECT

/TEACHER/S. /Separate School/s. /Elementary school/s. /Metropolitan Toronto/
/Absenteeism/ related to /student/ absenteeism

TEACHERS. Public elementary schools and separate elementary schools. Metropolitan Toronto
Absenteeism

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To examine teacher absentee rate of Metropolitan Separate School Board (MSSB)relative to that of geographically coincident public boards and to student absence. Confidential study intended for the Finance Committee of the Board.

*Sample:*

Absence data of students of a 25% sample of schools from each of the four regions of MSSB and of all the teachers of the MSSB; absence data of K-8 teachers of four borough public boards in Metropolitan Toronto. Data collected from September 1968 to June 1969 and from September 1969 to April 19[illegible]

*Methodology:*

Absence data of teachers requested from 6 borough boards of Metropolitan Toronto and returned by 4; compared with teacher absentee rate in MSSB. Teacher and student absentee rates of MSSB compared by month and geographical region. Tables; correlations; Duncan's Multiple Range Test.

*Findings:*

1. Of the 5 boards studied, MSSB had the second highest teacher absentee rate, 4.5938, vs. 3.4382 for lowest, 4.9223 for highest.
2. There is incomplete evidence that teacher absentee rate for MSSB regions correlates with that of geographically coincident public boards.
3. By region and time of year, MSSB teacher absentee rate correlates closely with student absentee rate, being highest in 'cold-flu' months.

*Conclusions:*

Teacher absence information should be automated and more detailed, to aid in further research.

*Tests Included in Document:*

/Duncan's Multiple Range Test/

*Notes:*

Confidential report

Availability: MF - $0.50; HC - request full copy from Metropolitan Toronto Separate School Board, Research Dept., 150 Laird Drive, Toronto

**PROCESSED REPORT** **ON00344**

**Feeney, James D.**

**-- A Study of Experimental Reporting Procedures - Phase I.**

**-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1970. -- 27 p.**

## SUBJECT

/ACHIEVEMENT/. /Student/s. /Separate school/s. /Elementary school/s. /Metropolitan Toronto/ /Reporting/. Use of /anecdotal report/s, /parent/ /interview/s, and /report card/s. /Attitude/s of parents

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To evaluate by sampling parents' opinion 3 methods of school reporting: standard report cards; anecdotal reports; parent interviews.

*Sample:*
417 parents of elementary school students in 13 Metropolitan Toronto separate schools with 3 different /evaluation/ methods: 4 schools used parent interviews; 4 used anecdotal reports; and 5 used standard reports. Data collected June 1969.

*Methodology:*
5% sample selected nonrandomly by principals to be proportionately representative of economic (under $6,000-yr; $6,000-$30,000; over $30,000) and /ethnic/ (Italian, Anglo-Saxon, and other) groups. Questionnaires sent home with children; 72.9% responded. Tabulated by grade level and type of report. Percentages.

*Findings:*
1. The majority of parents were satisfied with the type of report used for their particular children.
2. Parents were highly interested in /study habit/s, conduct, and /interest/s and attitudes, less interested in /interpersonal/ competence, and even less interested in a letter or number /mark/ in each subject.
3. A majority of parents receiving anecdotal reports preferred a general to a detailed report, while a majority of parents receiving standard reports and a two-thirds majority of those with a parent interview chose a detailed report.
4. Dissatisfied parents tended to ask for more and earlier information.

*Conclusions:*
1. Traditional report card is not adequate. Parents are basically satisfied with reporting but would like an overall picture of student's achievement, not just numerical marks or grades.
2. Basic report card should be supplemented by at least one interview early in the year and should contain comments on specific /behaviour/ patterns affecting academic progress.

*Tests Included in Document:*
Self-made /questionnaire/s in English and Italian

Related Records: ON00345

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00345**

Feeney, James D.; Copeman, H.M.

**-- A Study of Experimental Reporting Procedures - Phase II.**

-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1970. -- 27 p.

## SUBJECT

/ACHIEVEMENT/. /Student/s. /Separate school/s. /Elementary school/s. /Metropolitan Toronto/ /Reporting/. Use of /anecdotal report/s, /parent/ /interview/s, and /report card/s. /Attitude/s of /teacher/s compared with parents

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To evaluate by sampling teachers' opinions 3 methods of school reporting: standard report cards; anecdotal reports; parent interviews; and to compare teacher opinion with parents' opinion as surveyed in Phase I.

*Sample:*

All teachers (n = 314) at 13 separate schools where the parents were surveyed in Phase I. 4 schools used parent interviews, 4 schools used anecdotal reports, and 5 schools used standard reports. Data collected June 1969.

*Methodology:*

Questionnaire with some overlapping questions from Phase I parents' questionnaire sent to teachers; 65.6% responded. Tables; percentages; comparison with parents' responses.

*Findings:*

1. There was little correlation between what the parents asked for and what the teachers reported believing the parents to want.
2. Many teachers felt that parents understand only a number grade.
3. Like the parents, the teachers felt that a report should contain information regarding /skill/s and /study habit/s.
4. Parent interview method was considered in theory to be the most advantageous to both parents and teachers for transmitting information; however, teachers felt it was time-consuming and were unsure what type of information should be exchanged.
5. Teachers showed little interest in the parents' or students' attitudes towards school or the parents' expectations for the child in school.

*Conclusions:*

1. Better communication between teachers and parents appears necessary.
2. Parent interview should be used in all schools; teachers should first have one or two hours training in interview methods; a written report should complement or accompany the interview.

*Tests Included in Document:*

Self-made /questionnaire/, pp. 19-21

Related Records: ON00344

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00346**

O'Brien, Marjorie; Feeney, James D.

-- **Comparison of Open Space and Closed Space Schools on Some Aspects of Openness.**

-- Toronto : /Metropolitan Separate School/ Board 1973. -- 83, 9 p.

## SUBJECT

/OPEN PLAN/ /SCHOOL/S. /Separate school/s. /Elementary school/s. /Metropolitan Toronto/

/Student/s. /Academic achievement/ compared with that of students in /traditional plan/ schools -- Sample population: /grades 4-6/ students

/Teacher/s. /Teaching method/s compared with those of teachers in traditional plan schools -- Sample population: grades 4-6 teachers

TEACHING METHODS. Elementary schools

Openness. Measurement -- Study regions: Metropolitan Toronto -- Study examples: Open plan and traditional plan separate schools -- Sample population: grades 4-6 students and teachers

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To compare present teaching methods in open plan and traditional plan schools in the Metropolitan Separate School Board; to construct an instrument that would measure degree of openness by measuring /movement/ of students between and within classes and grades.

*Sample:*

Teachers of grades 4-6 in 21 open plan schools and 18 traditional plan schools. Final sample: 44 open plan teachers in 20 open plan schools; 13 enclosed area teachers in 7 open plan schools; 57 teachers in 17 traditional plan schools. Schools selected on bases of /school size/, /age/, and special needs ranking. Data collected from March-June 1973.

*Methodology:*

A pilot teacher questionnaire was revised on the basis of results from Guttman Scaling Technique and cross-tabulations. Data were analyzed, weighted by question, and summed across teachers to give a score for each school. A number of specific comparisons were also made. Tables.

*Findings:*

1. Open plan schools evidenced more movement between classes and grades than traditional plan schools.
2. Open plan schools did not evidence more instances of /grouping/ practices within classes than traditional plan schools.
3. Years of /teaching/ /experience/ did not affect results.
4. There were instances of traditional plan schools scoring as high as open plan schools.
5. Larger schools had higher openness score.
6. No differences between open and traditional plan schools on academic achievements.

*Conclusions:*

1. Differences between open and traditional plan schools in teaching and /administrative/ practices are not large.
2. Data tentatively supportive of open plan schools.

*Special Features:*

1. /Literature review/ on open plan and /open education/, 1965-72, pp. 2-36
2. /Bibliography/, pp. 67-83
3. List of open plan schools, pp. 35-36

*Tests Included in Document:*

70-item, self-made /questionnaire/; /Guttman Scaling Technique/

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00347**

Scott, M.A.; Feeney, James D.

**-- An Initial Report of an Initial Test of a Reading Assessment Instrument at the Primary Level.**

-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1973. -- 49 p.

## SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s

/Phonology/ and /sight vocabulary/. /Test/s. /Validation/ -- Study regions: /Metropolitan Toronto/ -- Sample population: /grades 1-3/ students

## ABSTRACT

*Type of Study:*

Pilot; Methodological

*Purpose:*

To develop and test a /diagnostic/ skill-based /reading test/.

*Sample:*

255 grades 1-3 students at 3 /separate school/s. Schools chosen to represent high, low and middle socioeconomic levels. Data collected April 1973.

*Methodology:*

Sight Vocabulary test (based on /Dolch Basic Word List/) and Phonology Tests administered; Gilmore Accuracy and Comprehension Tests administered to same sample for control purposes. Item analysis; tables; graphs; point biserial statistic, means; standard deviations.

*Findings:*

1. Mean percentage correct ranged from 82.42% in grade 1 phonology to 97.39% in grade 3 sight vocabulary.
2. Internal validity of the phonology test is high for grades 1 and 3, but low for grade 2; this is also true of the sight vocabulary test.
3. Correlations of phonology and sight vocabulary tests with each other are high.
4. Correlations of the phonology and sight vocabulary tests with the Gilmore tests are only fair.

*Conclusions:*

1. The high mean percentage correct is not unreasonable for skills-based tests.
2. The tests appear to be a reasonable but not all-sufficient evaluative instrument for teachers in the primary grades.
3. No one test gives a true picture of a student's ability in reading. Scores in sight vocabulary and phonology have to be considered along with accuracy and comprehension tests.
4. The tests should be run on a much larger sample after the invalid items have been revised or eliminated. It might be useful to have some checks in addition to Gilmore, e.g., IQ scores and other achievement measures.

*Special Features:*

1. /Bibliography/ -- 10 items.
2. Analysis of skills tested in three different aspects of reading skills.

*Tests Used in Research but not Included in Document:*

Self-made sight and vocabulary test; /Gilmore Oral Reading Test/, Form C

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00348**

Scott, M.A.; Feeney, James D.

**-- Progress Report on the Development of a Mathematics Evaluation Instrument.**

-- Toronto : /Metropolitan Separate School/ Board, Research Dept., 1973. -- 18 p.

## SUBJECT

/MATHEMATICS/. /Curriculum/. /Primary grade/s. /Separate school/s. /Metropolitan Toronto/ /Evaluation/. Use of /cognitive/ /objective/s and /criterion referenced/ /test/s

## ABSTRACT

*Type of Study:*

Methodological

*Purpose:*

To develop an experimental mathematics evaluation instrument intended (1) to evaluate the state of the mathematics curriculum in the Metropolitan Separate School Board and (2) to develop a /skill/ objectives item bank to diagnose mathematics /achievement/.

*Methodology:*

A list of objectives was drawn up by the researchers in consultation with a teacher committee. Four tests for these objectives were developed, one for each of grades K-3.

*Tests Used in Research but not Included in Document:*

List of sample questions, each labelled according to skill tested, available on request

*Notes:*

Study incomplete

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00349**

Etobicoke Board of Education. Dept. of Research and Educational Measurement
**– Principals' Responses to Questionnaire.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1966. -- 6 p. ( -- Research Dept. studies ; 1)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s. /Etobicoke/
/Test/s: Etobicoke Tests of Educational Progress and Sequential Tests of Educational Progress. /Attitude/s of /principal/s /INTELLIGENCE/. /Grades 4-8/ students. Etobicoke
Tests. Attitudes of principals

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine the opinions of Etobicoke elementary school principals regarding the utility and value of administering standardized tests to students.

*Sample:*
62 elementary school principals. Responses received from 47 (76%): 32 in junior public, 6 in junior-senior and 9 in senior public schools.

*Methodology:*
There was a single questionnaire with both open and closed questions. The questions dealt with five areas: Etobicoke Tests of Educational Progress (ETEP); Sequential Tests of Educational Progress (STEP); optional testing program; tests of intelligence for grades 4 and 8; and inservice courses and workshops.

*Findings:*
There was strong agreement on the usefulness of ETEP and STEP. The principle of reducing the number of optional tests that are used in Etobicoke was strongly endorsed. The results obtained from intelligence tests were considered less satisfactory by a number of principals. There was strong agreement that more field tests should be made in search of a better intelligence test.

*Tests Included in Document:*
Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
/Etobicoke Tests of Education/al Progress; /Sequential Tests of Education/al Progress

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00350**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

**-- Sequential Tests of Educational Progress Reading Results.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1966. -- 3 p. ( -- Research Dept. studies ; 2)

## SUBJECT

/STUDENT/S. /Grades 4-8/. /Etobicoke/

/Reading achievement/ (Sequential Tests of Educational Progress)

## ABSTRACT

***Type of Study:***

Descriptive

***Sample:***

All students in grades 4-8. Data collected October 1965 and May 1966.

***Methodology:***

Regular administration of Sequential Tests of Educational Progresss (STEP) for reading. Two different forms of test used. Results displayed in table.

***Findings:***

1. Where level 4 Reading Test was administered (grades 4-6), improvements over 7 months were large but gradually decreased by /grade level/: grade 4 (+10.9%); grade 5 (+7.3%); grade 6 (+6.1%).
2. Improvements in grades 7 and 8, where level 3 Reading Tests were used, were much smaller: grade 7 (+1.4%) and grade 8 (+1.5%). All gains were increased percentage of correct answers to test questions.
3. Comparing level 4 and level 3, the ability to 'analyze /motivation/' varied with grade level. Other skills (reproduction of ideas, making inferences, analyzing presentation, ability to criticize) tended to remain the same or improve with grade level.
4. The highest correct scores in the STEP Reading Test were in 'Reproduce Ideas,' the lowest in 'Translate, Make Inference.'

***Tests Included in Document:***

/Sequential Tests of Education/al Progress - reading, levels 4 and 3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00351**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

**-- Evaluation of Gage Reading Materials.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1967. -- 5 p. ( -- Research Dept. Studies ; 3)

## SUBJECT

/READING ACHIEVEMENT/. /Grade 2/ /student/s. /Etobicoke/
compared by /textbook/s: /Copp Clark-Nelson/, /Gage/, and /Winston-Nelson-Copp Clark/ -- Study examples: /Eatonville P.S./, /Millwood P.S./, /Sir Adam Beck P.S./, and /West Humber P.S./

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To test West Humber principal's hypothesis that grade 2 students' superior showing in /reading comprehension/ was due to the use of Gage reading materials. Intended for administrative staff, members of the Research Committee, and principals of the schools involved.

*Sample:*
All grade 2 and preparatory grade 2 students at 4 schools. Two of the schools (West Humber and Eatonville) used Gage reading materials, while one school (Sir Adam Beck) used Winston-Nelson- Copp Clark, and one (Millwood) used Copp Clark-Nelson.

*Methodology:*
All students were given Inventory I Word Skills and Inventory I Comprehension of a grade 3 battery of Etobicoke developed /criterion referenced/ tests. Control for IQ; observed and adjusted means; analysis of covariance; tables.

*Findings:*
1. Students at Eatonville scored significantly higher than students at West Humber on comprehension. On the same test, the West Humber students' performance did not differ significantly from that of Millwood students or Sir Adam Beck students.
2. On word skills, the West Humber students did significantly better than Eatonville students and Millwood students. There was no significant difference between West Humber students' performance and that of Sir Adam Beck students in this test.

*Conclusions:*
1. There is no evidence to support the hypothesis that Gage reading materials enhance reading comprehension performance. The superior performance of West Humber grade 2 students previous to this study may have been the result of streaming, i.e., not including the less able (preparatory grade 2) students when considering test results.
2. This study should only be considered as a preliminary investigation, as it was limited in size and design. For example, only one variable, intelligence, was controlled. A more elaborate study may be needed.

*Special Features:*
Descriptions of reading programs at each school included.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00352**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

-- **Comparison Between Scores Made by Pupils in Two Tests of Intelligence.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1967. -- 3 p. ( -- Research Dept. studies ; 4)

## SUBJECT

/IQ/. /Student/s. /Grade 2/

/Standardized test/s: Pintner-Cunningham Primary Test compared with Otis Quick-Scoring Mental Ability Tests -- Study regions: /Etobicoke/ -- Study examples: /John English P.S./

## ABSTRACT

*Type of Study:*

Methodological; Comparative

*Purpose:*

To consider the differences in Otis and Pintner-Cunningham test scores achieved by the same students in grade 2. Intended for principal in Lakeshore district.

*Sample:*

All 27 students in a grade 2 class at John English P.S. Data collected December 1966 and January 1967.

*Methodology:*

The Otis Quick-Scoring Mental Ability Tests, Form A, was given to the grade 2 students December 12, 1966. The Pintner-Cunningham Primary Test, Form A was given to the same students January 19, 1967. Comparison of scores was done by the rank order method of correlation. Tables.

*Findings:*

1. There was very low correlation ($r = .10$) between scores on the two tests, both of which purport to measure general mental ability.
2. The Pintner test was not originally intended for use at the grade 2 level. Conversion of results by the norm table penalize bright young students.

*Conclusions:*

1. A higher level of the Pintner Series, such as the Pintner-Durost Elementary Test, should be used in grade 2.
2. Only tests which have been tried out and evaluated as satisfactory should be used in Etobicoke schools.

*Tests Used in Research but not Included in Document:*

/Otis Quick-Scoring Mental Abil/ity Test, Form A; /Pintner-Cunningham/ Primary Test, Form A

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00353**

**Etobicoke Board of Education. Dept. of Research and Educational Measurement**

**-- Lorge-Thorndike Test of Intelligence, Level 1, Grade 1.**

**-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1967. -- 4 p. ( -- Research Dept. studies ; 5)**

## SUBJECT

/IQ/. /Student/s. /Grade 1/
/Standardized test/s: Lorge-Thorndike Intelligence Tests. /Evaluation/ -- Study regions: /Etobicoke/ -- Study examples: /Broadacres P.S./

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To evaluate the efficiency of the Lorge-Thorndike Test of Intelligence.

*Sample:*
All grade 1 students at Broadacres P.S. Data collected November 1966.

*Methodology:*
Item analyses and subtest evaluation were performed. Tables show scores, percentage accuracy, intercorrelation, means and standard deviations.

*Findings:*
1. There was an ascending order of difficulty in tests 1 and 2 but no systematic pattern in test 3.
2. Test 3 was more discriminating among students than other 2 tests.
3. Total scores correlated well with subtests and developmental IQ but intercorrelation of subtests fell as low as $r = 0.261$ (1,2) and $r = 0.39$ (2,3).
4. Lorge-Thorndike test scores correlated well with Stanford-Binet test scores.

*Conclusions:*
1. If the Lorge-Thorndike test is administered with some degree of caution, the developmental IQ obtained may be considered as a reasonable estimate of mental ability.

*Tests Used in Research but not Included in Document:*
/Lorge-Thorndike Intelligence/ Tests; /Stanford-Binet Intelligence/ Scale

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00354**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

**-- Intelligence-Readiness Correlation Study ; Highfield School : Kindergarten - Grade 1.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1967. -- 3 p. ( -- Research Dept. studies ; 6)

## SUBJECT

/ABILITY/ /GROUPING/. /Student/s. /Grade 1/

Application of /standardized test/s: Watson Number-Readiness Test and Watson Reading- Readiness Test compared with Lorge-Thorndike Intelligence Tests -- Study regions: /Etobicoke/ -- Study examples: /Highfield P.S./

## ABSTRACT

*Type of Study:*
Methodological; Longitudinal

*Purpose:*
To correlate the scores in the Watson Reading and Arithmetic Readiness Tests with scores on the Lorge-Thorndike Test of Intelligence, Level 1.

*Sample:*
Kindergarten (later grade 1) students at Highfield P.S. Data collected at the end of kindergarten (1966) and after the second month in grade 1 (1966).

*Methodology:*
Two Watson readiness tests were used at the end of kindergarten to group students for grade 1. The results of groupings were consistent with teacher-planned groupings. In the second month of grade 1, the Lorge-Thorndike Test of Intelligence, Level 1, was administered to the same students. Intercorrelations; tables.

*Findings:*
1. Watson readiness scores and Lorge-Thorndike IQ scores correlate moderately low at only $r = 0.44$.
2. The original /streamed/ groupings were not consistent with the /IQ/ scores and consequently there were high IQ students in lowest stream and low IQ students in highest stream.

*Conclusions:*
1. It is conceivable that both tests measure what they are intended to measure, but which test is better for grouping students in grade 1 classes is a matter of judgment and experience.
2 The Research Department proposes to follow these students for a few years to determine which of the two tests is a better predictor for various purposes.

*Tests Used in Research but not Included in Document:*
/Watson Reading-Readiness Test/; /Watson Number-Readiness Test/; /Lorge-Thorndike Intelligence/ Tests, Level 1

Related Records: ON00355

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00355**

Pullen, Ann; Somwaru, Jwalla P.

**-- Readiness and Intelligence Tests as Predictors of Success in Reading. -- Rev. ed.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 4 p. ( -- Research Dept. studies ; 7)

## SUBJECT

/ABILITY/ /GROUPING/. /Student/s. /Grade 1/

Application of Watson Number-Readiness Test and Watson Reading-Readiness Test compared with Lorge-Thorndike Intelligence Test -- Study regions: /Etobicoke/ -- Study examples: /Highfield P.S./

## ABSTRACT

*Type of Study:*

Methodological, Longitudinal

*Purpose:*

To compare /test/s of /intelligence/, /reading/ and /arithmetic/ /readiness/, a /standardized test/ in reading, and /teacher/s' /evaluation/s in grade 1 to ascertain whether results should be used in grouping

*Sample:*

Grade 1 students at Highfield P.S. Data collected 1966-67.

*Methodology:*

Analysis of data collected on the same students in kindergarten and grade 1. Data included scores on 4 standardized tests and teachers' /mark/s in reading and mathematics. Tables; correlations.

*Findings:*

1. Lorge-Thorndike IQ scores had consistently low correlations with all test scores and teachers' marks.
2. The two Watson Readiness scores correlated highly with Dominion Reading Test scores and teachers' marks.
3. Dominion Reading Test scores correlated highly with teachers' marks.
4. There was a high correlation among teachers' marks.

*Conclusions:*

1. IQ as basis for selection of students for reading groups should be questioned. The Lorge- Thorndike IQ score should be regarded as an index of mental development useful in learning situations other than beginning reading.

2. The Watson Readiness tests may be more reliable for organizing grade 1 reading groups as /skill/s measured by these tests are more closely related to skills required for learning reading and arithmetic in grades 1 and 2. However, this is contrary to an observation in a 1965 Etobicoke study on K-1 students and observations by other researchers in studies of readiness tests. Further replication of studies and close examination of the tests should be carried out.

*Tests Used in Research but not Included in Document:*

/Lorge-Thorndike Intelligence/ Tests; /Watson Reading-Readiness Test/; /Watson Number-Readiness Test/; /Dominion Reading Test/

Related Records: ON00354

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00356**

Etobicoke Board of Education. Dept. of Research and Educational Measurement
**-- Validation of Revised Dominion Group Test of Learning Capacity : Intermediate.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 3 p. ( -- Research Dept. studies ; 8)

## SUBJECT

/IQ/. /Student/s. /Grade 9/
/Standardized test/s: Revised Dominion Group Test of Learning Capacity. Validation -- Study regions: /Etobicoke/ -- Study examples: /Etobicoke C.I./

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To correlate deviation IQ scores from normative tables of the Dominion Group Test of Learning Capacity with IQ scores from the California Test of Mental Maturity and teachers' /mark/s in /composition/, /literature/, and /mathematics/ in order to assess construct and predictive validity of the revised Dominion tests and scores.

*Sample:*
All grade 9 students at Etobicoke C.I.

*Methodology:*
Students' scores on the two standardized tests, their age at time of testing, and their end-of- year marks in composition, literature, and mathematics were intercorrelated. Tables; deviation IQ scores; means; standard deviations.

*Findings:*
1. The mean and standard deviation for the Dominion tests were 105.82 and 12.91, while the mean and standard deviation for the California Test of Mental Maturity (CTMM) were 112.64 and 11.12.
2. While mean scores were lower on the Dominion test, there were still high correlations between the Dominion IQ and the CTMM language, nonlanguage, and total scores. Since the CTMM correlated highly with the Stanford-Binet Scale, the Dominion IQ could also be regarded as valid for discriminating among students.
3 The Dominion IQ test correlated more closely with teachers' marks than the CTMM. It was also shorter and took less time to administer.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity, /California Test of Mental Matu/rity, Short form, Level 3

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00357**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

**– Reliability of Lorge-Thorndike Test of Intelligence in Grade 1.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 5 p. ( -- Research Dept. studies ; 9)

## SUBJECT

/IQ/. /Student/s. /Grade 1/

/Standardized test/s: Lorge-Thorndike Intelligence Tests. /Validation/ -- Study regions: /Etobicoke/ -- Study examples: /Westway P.S./

## ABSTRACT

*Type of Study:*

Methodological; Action research

*Purpose:*

To test the reliability of Lorge-Thorndike IQ test over 8 months.

*Sample:*

79 grade 1 students at Westway P.S.

*Methodology:*

Students were given the Lorge-Thorndike test of intelligence, Level 1 in October and in May. Means, standard deviations, and correlations computed.

*Findings:*

October and May results correlated at only $r = 0.49$. This correlation coefficient resulted after correction was made for restriction of range, the original value being 0.47. The mean and standard deviation of the October test were 109.848 and 9.844. The mean and standard deviation of the May test were 114.190 and 9.523.

*Conclusions:*

1. The increase of four points in the mean scores may be due to learning experiences in grade 1.
2. As the correlation was only moderate, it is impossible to predict with any degree of certainty that students' IQ scores at the beginning of a year would be consistent with scores at the end of the year.
3. An IQ score, especially in the earlier grades, is not too reliable and should be used with extreme caution.

*Tests Used in Research but not Included in Document:*

/Lorge-Thorndike Intelligence/ Tests, Level 1

Availability: MF - $0.50

**PROCESSED REPORT** **ON00358**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

-- **Analysis of S.T.E.P. Science 3A.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 5 p. (-- Research Dept. Studies ; 10)

## SUBJECT

/ACADEMIC ACHIEVEMENT/ (Sequential Tests of Educational Progress). /Student/s. /Elementary school/s. /Etobicoke/ Curriculum subjects: /natural science/s -- Sample population: /grade 7/ students

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To evaluate the Board's success in teaching the six areas of skill that STEP (Sequential Tests of Educational Progress) measures - defining problems, suggesting hypotheses, selecting procedures, drawing conclusions, evaluating critically, and reasoning quantitatively; to provide help to teachers in organizing their instructional practices and objectives.

*Sample:*

Grade 7 students in Etobicoke schools. Data collected February 1968.

*Methodology:*

Percentage of correct responses computed and compared to U.S. norms. Tables.

*Findings:*

1. The students generally scored above American norms.
2. The students did best at evaluating critically and worst at drawing conclusions.

*Conclusions:*

1. These skills could be developed by student experimentation within a structured situation.
2. Materials such as those produced by Elementary Science Study (ESS) and OISE might be of help to the teachers in developing the desired skills.

*Tests Used in Research but not Included in Document:*

/Sequential Tests of Education/al Progress

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00359**

**Pullen, Ann; Somwaru, Jwalla P.**
**-- Martingrove Collegiate Institute.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 19 p. ( -- Research Dept. Studies ; 11)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 9-12/ /student/s. /Martingrove C.I./ /Etcbicoke/
/Curriculum/ subjects: /natural science/s compared by /4-year/ and /5-year/ /program/s

## ABSTRACT

*Type of Study:*
Action research

*Purpose:*
To assess the science skills of Martingrove students.

*Sample:*
All grades 9-12 science students at Martingrove C.I.

*Methodology:*
A battery of science tests was administered to students in May 1968. All grades 9-12 students were given the STEP (Sequential Tests of Educational Progress) Science 2A test; all grades 9-10 students were given the Co-Op General Science Test, and all grade 11 students were given the Co- Op Physics Test. Results were analyzed by subtest and compared by grade and program. Tables; rank order; ranges; means.

*Findings:*
1. On the STEP tests, the students did best in 'ability to define problems' questions and worst on 'ability to select procedures' questions. The 5-year program students did better than the 4-year program students by about 5% overall, although the highest scores were achieved by the 4-year program grade 11 students.
2. On Co-Op tests the scores were quite high and the range of scores smaller than on the STEP tests. There was a similar difference in achievement levels between the 4-year and 5-year program students as was noted for STEP - about 5% of 4-year program students did better on recall of facts than 5-year students, but worse on understanding and ability to interpret. Both had difficulty in applying knowledge gained in new or problem situations.

*Conclusions:*
The Co-Op General Science test appears to relate closely to the science curriculum studies by Etobicoke students.

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress, Science 2A; /Cooperative Science Test/s - General Science, Physics

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00360**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

-- **Analysis of the Results on the Sequential Tests of Educational Progress (Form A and B).**

-- Etobicoke : /Etobicoke Board of Education/, 1969. -- 2 v. (137 p.) ( -- Research Dept. studies ; 12)

## SUBJECT

/STUDENT/S. /Grades 4-8/. /Etobicoke/
/Academic achievement/ (Sequential Tests of Educational Progress)

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assist teachers in understanding and interpreting the Sequential Tests of Educational Progress (STEP) in order to improve remediation.

*Sample:*
All Etobicoke students, grades 4-8, who took Form A STEP in 1968 or Form B STEP in 1967 or 1969. Data collected February 1967, 1968, and 1969.

*Methodology:*
Form A item analysis based on testing done in February 1968; conversion tables based on testing done in February 1968. Form B item analysis based on testing done in February 1967; conversion tables based on testing done in February 1969. Tables; rank order; percentages; means; standard deviations.

*Findings:*
1. Generally speaking, Level A students were more proficient in all subjects than Level B students, although grade 5 Level B, on the average, scored higher in writing skills and grade 7 Level B students, on the average, scored higher in mathematics skills.
2. Average academic achievement of all students improved with grade level until grade 6, after which there was a significant decrease, amounting to at least 10%, by grade 8.

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress

*Notes:*
Vol. 1: Form A results; Vol. 2: Form B results

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00361**

**Woodliffe, Helen M.; McCarthy, Thomas G.**

**-- A Report on the Middle School Science Programme.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 69 p. ( -- Research Dept. studies ; 13)

## SUBJECT

/NATURAL SCIENCE/S. /Curriculum/ subjects. /Middle school/s
/OISE Middle School Science/ Programme. /Evaluation/ by /teacher/s -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To evaluate the OISE Middle School /Science/ Programme and its materials and to suggest improvements.

*Sample:*
27 of 41 teachers using the OISE Middle School Science Programme.

*Methodology:*
41 questionnaires were distributed; 27 were returned. Tables of absolute responses.

*Findings:*

1. Generally, most teachers found that /inservice/ /education/ was useful in helping them learn the course content, method of presentation, and equipment, but not science concepts or philosophy of science teaching.
2. The majority found teacher and /student/ /interest/ greater than in previous years. With the new program, there were more class discussions, solutions, and conclusions than teacher demonstrations and conclusions.
3. About one-third of the responses indicated that students were not mastering the concepts, due to teacher and student limitations. However, the majority felt that students were developing a scientific attitude and method, greater skill in handling scientific equipment, the ability to describe accurately, the ability to work well with others and a greater willingness to accept opinions contrary to their own.
4. Most found that teachers' guides stated concepts and skills clearly, but only half felt that the guides contained enough factual information, and 80% would have liked a bibliography.
5. About half found storage of student materials a problem and the allotment of consumable supplies insufficient. However, distribution and collection of materials was not a problem, and students were willing to be monitors of supplies.

*Notes:*
ON00366 is a follow-up study.

Related Records: ON00366

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00362**

Pullen, Ann; Somwaru, Jwalla P.

**-- Analysis of the Results of the E.T.E.P. Grade 6 Language First Experimental Edition.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 7 p. ( -- Research Dept. studies ; 14)

## SUBJECT

ETOBICOKE TESTS OF EDUCATIONAL PROGRESS. /Language/ /skill/s and /reading comprehension/. /Student/s. /Grade 6/. /Etobicoke/
/Validation/

## ABSTRACT

*Type of Study:*
Action research; Methodological

*Purpose:*
To evaluate the Etobicoke Tests of Educational Progress (ETEP) Grade 6, Form B.

*Sample:*
584 grade 6 students in 6 schools in Etobicoke zones 6, 10, and 15. Data collected November 1968.

*Methodology:*
ETEP test was administered. Language tests analyzed. Tables; item analysis; percentages; means.

*Findings:*
I. The overall mean achievement level for the Reading Comprehension Test was 64.6%. There were 33 questions in the test, and means for each item ranged from 15.17% to 95.6%. When the skill tested by each question was examined, it was found that students did better in comprehension (71.93%) than in interpretation (62.79%) or critical thinking (60.18%).
2. The mean achievement level in the Language Skills Test was 58.00%. There were 49 questions in part 1, with mean scores ranging from 9.7% to 97.5% and an overall mean for part 1 of 53.34%. Part 2 had 32 questions, with mean scores ranging from 15.8% to 93.5% and an average of 65.14%. In terms of skills tested, the students did better in creative skills (mean = 62.6%) than mechanical skills (mean = 50.76%).

*Conclusions:*
I. The questions in both tests with extremely high or low mean achievement levels should be revised or replaced.
2. The tests with revisions should be administered throughout the borough in May 1969.

*Tests Used in Research but not Included in Document:*
/Etobicoke Tests of Education/al Progress -- Grade 6, Form B.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00363**

Etobicoke Board of Education. Dept. of Research and Educational Measurement

**-- Humbergrove Academic Vocational School.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 12 p. ( -- Research Dept. studies ; 16)

## SUBJECT

/HUMBERGROVE ACADEMIC VOCATIONAL/ SCHOOL. /Etobicoke/

/Curriculum/ subjects : /creative writing/ and /reading/ related to /language/ /skill/s and /reading achievement/ (Standard Diagnostic Reading Test) of students

## ABSTRACT

*Type of Study:*

Action research

*Purpose:*

To diagnose the reading and language ability of incoming Humbergrove students so that instructional programs in language may be structured to the needs of the students.

*Sample:*

All 82 incoming students to Humbergrove Collegiate in September 1968. Data collected October 1968.

*Methodology:*

Students tested with Stanford Diagnostic Reading Test, Form W, Level 1. The 7 subtests tested ability in /reading comprehension/, /vocabulary/ knowledge, and structural and phonetic analysis. IQ, chronological age, raw and stanine scores given for each student. Scores converted to grade equivalents. Tables.

*Findings:*

1. Students' IQs ranged from 64 to 99; their chronological age ranged from 11 years to 15 years, 3 months.
2. Few students were at or above expectations on vocabulary, comprehension, and auditory discrimination tests. All were below expectations on other tests.

*Conclusions:*

A developmental reading and creative writing program based initially on oral work should be undertaken, using individual teaching for the worst readers and small groups for the others. Students should first be tested for hearing and visual defects. Material should be selected to stimulate interest, and a reading specialist able to begin at the primary level should be attached to the school.

*Tests Used in Research but not Included in Document:*

/Stanford Diagnostic Reading/ Test, Form W, Level 1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00364**

Pullen, Ann; McCarthy, Thomas G.; Somwaru, Jwalla P.

**-- Analysis of the Results of the Test of Basic Understanding in Arithmetic.**

-- Etobicoke. /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968? -- 12 p. ( -- Research Dept. studies ; 17)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 5-8/ /student/s. /Etobicoke/
/Curriculum/ subjects : mathematics. /Test/s : Test of Basic Understandings in /Arithmetic/. /Evaluation/

## ABSTRACT

*Type of Study:*
Action research; Methodological

*Purpose:*
To obtain valid measures of student achievement levels in the current mathematics program.

*Sample:*
1,222 grade 5 students, 1,255 grade 6 students, 1,356 grade 7 students, and 1,104 grade 8 students, at 11 schools. Data collected during November 1968.

*Methodology:*
The Test of Basic Understandings in Arithmetic was administered to 4,937 grades 5-8 students in Etobicoke zones 7, 12, and 13a. Approximately half of each grade sample received Part I of the test and the other half Part II. In order to analyze the test in a meaningful way, the 63 items were classified into 4 categories involving understanding of: properties of whole numbers; concepts of values in mechanical operations; the properties of common fractions; the properties of decimal fractions. Percentage tables; item analysis; means.

*Findings:*
1. All grades did best on problems involving properties of whole numbers and worst on problems involving decimal fractions. The understanding of mechanical operations ranked second, and common fractions third.
2. The mean percentage accuracy for grade 5 was 35.1%; for grade 6, 44.8%; for grade 7, 52.2%; and for grade 8, 56.1%.

*Conclusions:*
1. The easy items should be removed and the test reprinted and made available for use with the Etobicoke Survey of Basic Skills: Mathematic Fundamentals of the Middle School.
2. As all the concepts tested were included in P1J1 Mathematics Course of Study and should have been introduced and taught in grade 4, it appears that Etobicoke students need review and practice in application of basic concepts.

*Tests Included in Document:*
Test of /Basic Understandings in Arith/metic

*Tests Used in Research but not Included in Document:*
/Etobicoke Survey of Basic Skill/s; Mathematic Fundamentals of the Middle School

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00365**

Woodliffe, Helen M.; McCarthy, Thomas G.

**-- A Report on the Survey of the Teaching of Canadian History in Grades 7 and 8.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 10 p. ( -- Research Dept. studies ; 18)

## SUBJECT

/CANADIAN/ /HISTORY/. /Curriculum/ subjects. /Grades 7-8/. /Etobicoke/
/Teaching method/s. Effects on /attitude/s of /student/s to history

## ABSTRACT

*Type of Study:*
Action research

*Purpose:*
To determine which method of teaching history best improves students' attitude toward history and to consider what other factors influence students' attitude toward history.

*Sample:*
22 teachers and 68 grades 7-8 classes (2,176 students) in Etobicoke schools. Data collected from fall 1968 to May 1969.

*Methodology:*
Students were polled on subject preferences in the fall and spring. Changes in relative position of history noted. Teachers were polled on /teaching load/, /interest/ and competence in history and other subject areas, method of teaching history, resources used, suggestions for improvement. Teachers had previously been asked to teach one of three courses of study in history: Department of Education course, Etobicoke Course for Experimental Use, or courses of their own design. In addition, certain resources were supplied to teachers including Clarke Irwin documents, Gage textbooks, and various other texts and reference books.

*Findings:*
1. Student interest in history increased in 24 classes, decreased in 25 classes, and stayed the same in 19 classes. History ranked ninth out of 10 subjects in overall student preference.
2. The majority of the teachers teach less than 5 classes of history a week. While 16 teachers gave history as one of their first three choices of courses, only 3 rated their competence in teaching history in their top three subjects.
3. Most teachers are using the Etobicoke Course for Experimental Use. The emphasis in teaching history is changing from teaching facts to /problem solving/.
4. Resources used by teachers included textbooks (1.27 per grade 7 student, .81 per grade 8 student), nonprint media, and community resources.
5. Increased student interest in history appeared to be associated with teacher interest in and-or formal training in history, use of Etobicoke course, or teacher devised course. Evaluation was based not on factual content but on participation and enthusiasm.

*Conclusions:*
Future research should investigate the achievement accompanying professed interest in the subject and efficiency of various methods and materials under controlled conditions.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00366**

Pierce, William; McCarthy, Thomas G.

**-- A Report on the Second Science Questionnaire.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 9 p. ( -- Research Dept. studies ; 19)

## SUBJECT

/SCIENCE/S. /Curriculum/ subjects. /Middle school/s
/OISE Middle School Science/ Program. /Evaluation/ by /teacher/s -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Descriptive: Longitudinal

*Purpose:*
To evaluate OISE Middle School Science Program and its materials, and to suggest possible improvements.

*Sample:*
41 Etobicoke teachers using OISE Middle School Science Program. Data collected during May 1969.

*Methodology:*
41 questionnaires distributed; 28 returned. Tables. Comparison with earlier survey of same sample in fall 1968.

*Findings:*
1. Teachers preferred OISE program by large majority.
2. Complaints about particular aspects of the program, especially materials and teachers' guides, had greatly increased since implementation.

*Conclusions:*
More guidance should be provided, and the program made more flexible and perhaps less demanding.

*Notes:*
Report on the first questionnaire: ON00361

Related Records: ON00361

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00367

Woodliffe, Helen M.; McCarthy, Thomas G.

**-- Results of a Study to Evaluate Use of Educational Development Laboratory Kits for Science, Social Studies and /Library/ Skills.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 2 p. ( -- Research Dept. studies ; 22)

## SUBJECT

/STUDENT/S. /Grade 6/

/Academic achievement/ (Sequential Tests of Educational Progress) and /study/ /skill/s (Edgar- Manual Tests). Effects of /Educational Development Laboratory/ Kits -- Study regions: /Etobicoke/ -- Study examples: /Rivercrest Jr. School/

## ABSTRACT

*Type of Study:*

Experimental

*Purpose:*

To test the effectiveness of Educational Development Laboratory (EDL) kits on achievement and study skills in /reading/, /science/, and /social studies/.

*Sample:*

3 grade 6 classes (two experimentals and one control) at Rivercrest Jr. School in the Rexdale section of Etobicoke. Data collected from January to June 1969.

*Methodology:*

Experimentals received kits while control class (matched for IQ) received no special treatment. Students took Edgar-Manuel Study Skills Test and 3 Sequential Tests of Educational Progress at beginning and end of study. Average gains of control class were compared with best experimental score to provide the strongest possible case for the use of the materials; test of significance, tables.

*Findings:*

The control group did insignificantly better in skills and in reading and science. The best experimental did insignificantly better in social studies. Authors suspect that the January social studies test was incorrectly scored.

*Conclusions:*

EDL material did not increase achievement as measured by tests used. Three explanations are possible: (a) it may be necessary to train and instruct teachers in using EDL materials, (b) the teachers may have resented the new materials and used them inconsistently and half- heartedly, (c) the experimentals may have made qualitative gains not easily tested and may have, through use of the discovery method, developed habits which negate a formal work situation such as a test requires.

*Tests Used in Research but not Included in Document:*

/Edgar-Manuel Study Skills/ Test; /Sequential Tests of Education/al Progress

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00388**

McCarthy, Thomas G.; Pullen, Ann; Somwaru, Jwalla P.

-- **Analysis of the Results of the Grade 7 and 8 Mathematics Inventories.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 4 p. ( -- Research Dept. studies ; 23)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grades 7-8/. /Etobicoke/
/Curriculum/ subjects: /Mathematics/. /Test/s. /Validation/

## ABSTRACT

*Type of Study:*

Methodological; Action research

*Purpose:*

To test inventory type tests that were developed to relate directly to mathematics courses taught in Etobicoke schools.

*Sample:*

All grades 7-8 students in 4 Etobicoke schools. Data collected June 1969.

*Methodology:*

6 grade 8 and 7 grade 7 inventories were developed, covering mathematical concepts such as sets, integers, fractions, whole numbers. Each student attempted only one of the inventories. Mean IQ for school taken with the California Test of Mental Maturity. Item analysis; means; tables.

*Findings:*

Unit 4 of the grade 7 inventories was not attempted. Mean achievement levels on the other inventories ranged from 30.0% to 62.8% with means for individual questions ranging from 57% to 97%. Unit 6 of both grade 7 and 8 inventories (geometry and measurement) showed consistently low achievement levels. The other tests showed acceptable spreads in achievement results.

*Conclusions:*

1. A second field trial will be attempted in other schools to check reliability of the unit 6 tests and the difficulty level of the items in these units.
2. The inventories will be reprinted in existing form and will be available for use during 1969-70 year. Results will be accumulated and analyzed in May 1970 and item changes will be made. Final forms will be available in September 1970, when inventories should have achievement levels ranging between 50% to70%.

*Tests Used in Research but not Included in Document:*

/California Test of Mental Matu/rity; self-made battery of tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00369**

**Woodliffe, Helen M.; Somwaru, Jwalla P.**

**-- The Development of Intellectual Ability.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 10 p. ( -- Research Dept. studies ; 24)

SUBJECT

/IQ/. /Student/s. /Grade 1/. /Etobicoke/
Improvement. /Experimental/ /material/s. Use by /teacher/s. /Attitude/s of students and teachers

ABSTRACT

*Type of Study:*
Action research; Methodological

*Purpose:*
To test effectiveness of experimental materials designed to evaluate and develop various intellectual abilities.

*Sample:*
204 grade 1 students in 8 experimental classes and 201 grade 1 students in 8 control classes in 5 public schools.

*Methodology:*
Experimental and control classes were pretested and posttested with California Test of Mental Maturity. Experimental classes used materials developed by /Educational Testing Service/ to enhance various intellectual abilities. Teachers polled on use of materials and student and teacher attitudes towards them. Tables; percentages.

*Findings:*
1. Experimental group pretest mean IQ was 101.95, posttest mean was 108.01; control group pretest mean IQ was 103.28, posttest mean was 108.16 - difference in gain not significant. Experimental group made significant gains over control group in Non-/Language/ IQ, but in Language IQ the small difference was in favour of controls.
2. Analysis by school showed /Douglas Park P.S./ classes made greatest gains. Gain for control class (18.34) was nearly double the value for any other school or group. At Douglas Park and /Greenholme P.S./, the /inner city/ schools, controls gained more than experimentals, while the reverse was true for the other three /suburban/ schools.
3. Frequency of use of experimental materials varied greatly, with no displacement of other facets of curriculum. Students' attitudes towards materials were generally enthusiastic; percentages per class varied from 33% to 98%. Only three classes reported any reluctance to use materials, and percentages were small, 2% - 16%.

*Conclusions:*
1. Use of materials is effective in developing the kind of intelligence measured by Non- Language battery of California Test of Mental Maturity; they appear to be more effective in settled suburban schools oriented towards systematic and sequential development than in inner city schools, but this finding needs further investigation.
2. Greater gains for controls at Douglas Park may be because this group had more average and above average ability children who lacked familiarity with English than the experimental group: on gaining greater language use, they made great gains in IQ tests.
3. Study should be repeated with a fresh sample, but original sample should be followed up for three years with reading, language, and arithmetic tests.

*Tests Used in Research but not Included in Document:*
/California Test of Mental Matu/rity

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00370
Pullen, Ann; Somwaru, Jwalla P.
**-- Notes on New Tests in Mathematics.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 12 p. ( -- Research Dept. studies ; 25)

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Grades 5-8/
/Test/s : Etobicoke Mathematics Inventories, Etobicoke Survey of Basic Skills, and Test of Basic Understandings in Arithmetic. /Evaluation/ and /use/ -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To provide a brief description of three new mathematics tests and to analyze data obtained from pilot testing. Intended as a guide to teachers using these tests.

*Sample:*
Various samples of grades 5-8 students in Etobicoke.

*Methodology:*
Tests administered. Tables; range and mean raw scores, percentage accuracy for items and categories.

*Findings:*
1. Long Form of Etobicoke Survey of Basic Skills is useful for determining level of newly admitted students and diagnosing weaknesses in basic mathematical skills. The Short Form is a survey tool for quick testing and can identify students who need more detailed diagnosis of weaknesses.
2. The Test of Basic Understandings represents skills that should have been mastered by the end of grade 4. Mean scores for grades range from 35.1 (grade 5) to 56.1 (grade 8).
3. Etobicoke Mathematics Inventories are intended to be used at the end of instruction in a given topic, e.g., factoring, decimal fractions, etc.

*Conclusions:*
Etobicoke students need revision and practice in /basic skill/s.

*Tests Used in Research but not Included in Document:*
/Etobicoke Survey of Basic Skil/ls; Test of /Basic Understandings in Arithm/etic; /Etobicoke Mathematics Inventor/ies

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00371**

**Woodliffe, Helen M.**

**-- A Study of the Change in Creative Thinking Ability of Grade V Children.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 6 p. ( -- Research Dept. studies ; 26)

## SUBJECT

/CREATIVITY/ (Torrance Test). /Student/s. /Grade 5/

Effects of Myers-Torrance workbooks and /inservice/ education of /teacher/s -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Experimental

*Purpose:*
To test the effect on students' creativity of (a) a special workbook, (b) inservice teacher training, and (c) combination.

*Sample:*
16 classes of 16 teachers and 479 grade 5 students in 8 Etobicoke schools. Data collected from October 1968 to March 1969.

*Methodology:*
Teacher attitudes were tested with Minnesota Teacher Attitude Inventory; California Tests of Mental Maturity and /IQ/ test results were taken from students' records. Students were given Torrance tests, and the classes were divided into 4 groups: (A) given Myers-Torrance Workbooks, 'Invitation to Thinking and Doing' and inservice teacher training; (B) given the workbooks only; (C) given the inservice teacher training only; and (D) acted as controls. After the experiment the students were again given the Torrance test. Tables.

*Findings:*
1. No treatment had any effect on figural flexibility or figural originality. The mean figural fluency change score for Group B was higher than the other group scores. The mean figural fluency score of groups A, C, and D were similar, but A's score was significantly lower than B's.
2. The mean verbal change scores of Group A were significantly higher than those of the other 3 groups; B, D and C followed in that order.
3. Pretreatment creative thinking ability was significantly related in a negative direction to change scores.
4. Teacher /attitude/ seemed to affect some creativity factors but not all. No significant relationship existed between sex and change scores or IQ and change scores.
5. Pretreatment creative thinking scores contributed most to prediction. IQ contributed to prediction on 5 of 6 factors. The prediction coefficients were low on /verbal/ factors.

*Conclusions:*
1. Special materials and inservice training can improve verbal creativity; the materials alone are of little value.
2. Teachers need assistance in establishing a free but stable environment in which students are encouraged to create but are not confused by too much undirected activity on the part of other students.
3 The Torrance tests alone can provide insights for teachers and students, but they are difficult to mark correctly.
4 Further research should include development of a teacher attitudes test other than the Minnesota; development and testing of a program to improve figural creativity, assessment of the effect of the development of creative thinking in measured intelligence, comparison of Torrance with other tests; and validation of the Myers-Torrance materials by independent tests.

*Special Features:*
Myers-Torrance Workbook, 'Invitation to Thinking and Doing'

*Tests Used in Research but not Included in Document:*
/Torrance Tests of Creative/ Thinking; /Minnesota Teacher Attitude/ Inventory; /California Test of Mental Matu/rity

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00372

Pullen, Ann; Somwaru, Jwalla P.

-- **The Dominion Group Test of Learning Capacity : Advanced Level - Form A, Intermediate Level - Form B.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 10 p. ( -- Research Dept. studies ; 27)

SUBJECT

/ACADEMIC/ /ABILITY/. /Student/s. /Secondary school/s

/Standardized test/s: Dominion Group Test of Learning Capacity -- Study regions: /Etobicoke/ -- Sample population: /grade 9/ and /grade 12/ students

ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To pilot test the Dominion Group Test of Learning Capacity (DLC) and evaluate its usefulness in Etobicoke schools.

*Sample:*
711 grade 12 students in 3 Etobicoke schools; 893 grade 9 students in 4 Etobicoke schools.

*Methodology:*
Tests administered. Tables; item analysis; rank order; percentages; standard deviations; means.

*Findings:*
1. DLC Test is short, only 30 minutes. Items are closely related to school curriculum.
2. Grade 12 students do best in items concerning /verbal/ analogy and poorest in those related to /mathematical/ /reasoning/.
3. Grade 9 students perform best in recognizing verbal opposites and lowest in the category of word meanings.

*Conclusions:*
1. Test has value for use in Etobicoke schools.
2. As all categories of /skill/s tested are related to skills taught in the school program, results of test may have predictive value for /academic achievement/.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00373**

**Pullen, Ann; Somwaru, Jwalla P.**

**-- Grouping for Reading.**

-- Etobicoke : /Etobicoke Board of Education/, Dept.of Research and Educational Measurement, 1970. -- 2 p. ( -- Research Dept. studies ; 28)

## SUBJECT

/READING ACHIEVEMENT/. /Grade 7/ /student/s

Effects of /ability/ /grouping/ -- Study regions: /Etobicoke/ -- Study example: /Second Street P.S./

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To assess achievement-based reading groups.

*Sample:*

129 grade 7 students in 4 reading groups at Second Street P.S. Data collected from September 1969 to May 1970.

*Methodology:*

Reading groups organized in September 1969 on basis of 1968-69 Sequential Tests of Educational Progress (STEP) - Reading, and Canadian Tests of Basic Skills (CTBS) scores. Retest CTBS in May 1970; no control reported. Mean IQ by group; gains in grade equivalents. Tables.

*Findings:*

All students gained in their reading competence during the year, with weaker students gaining more than the bright and able ones (Group with IQ 91.8 gained 1.63 on CTBS vs. 1.02 for group with IQ 114.4).

*Conclusions:*

Grouping on the basis of STEP Reading and CTBS scores is a reliable practice.

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s; /Sequential Tests of Education/al Progress - Reading

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00374**

Pullen, Ann; Somwaru, Jwalla P.
**-- Canadian Cognitive Abilities Test.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 3 p. ( -- Research Dept. studies ; 29)

## SUBJECT

/IQ/. /Student/s. /Grades 1-2/
/Standardized test/s: Canadian Cognitive Abilities Test compared with Lorge-Thorndike Intelligence Tests -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Pilot; Descriptive

*Purpose:*
To introduce teachers to a new /intelligence/ test: The Canadian Cognitive Abilities Test (CCAT).

*Sample:*
147 grade 1 students in 2 elementary schools; 135 grade 2 students in 2 elementary schools.

*Methodology:*
CCAT administered. Results correlated with Lorge-Thorndike Intelligence Tests and compared with teacher evaluations and /reading/ and /mathematics/ scores. Correlation scores; standard deviations; means.

*Findings:*
1. Correlation between IQ scores of CCAT and Lorge-Thorndike tests was moderate and reasonable for grade 1 students.
2. CCAT reflected teachers' evaluations more accurately.
3. Mean IQ measured by CCAT was 2 to 3 points higher in grades 1-2 respectively than those obtained on the Lorge-Thorndike test.
4. CCAT standard deviation was wider than that of Lorge-Thorndike Test, thus providing a wider range of measurement of cognitive skills.

*Conclusions:*
CCAT is recommended for use in grades 1-2 because it provides finer discrimination in IQ scores and is more closely related to teachers' evaluations.

*Tests Used in Research but not Included in Document:*
/Canadian Cognitive Abilities/ Test; /Lorge-Thorndike Intelligence/ Test

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00375**

Woodliffe, Helen M.; Somwaru, Jwalla P.
**-- Use of Initial Teaching Alphabet.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 1 p. ( -- Research Dept. studies ; 30)

SUBJECT

/INITIAL TEACHING ALPHABET/
/Application/ to /teaching/ /reading/ to /grade 1//student/s -- Study regions: /Etobicoke/

ABSTRACT

*Type of Study:*
Pilot; Experimental

*Purpose:*
To evaluate the effectiveness of the initial teaching alphabet (ITA) in the teaching of reading in grade 1.

*Sample:*
5l grade 1 students in 2 classes at 1 Etobicoke school; similar number in control group. Data collected September 1969-May 1970.

*Methodology:*
Experimental group was taught using ITA while control group, considered of similar ability, was taught using the /traditional/ orthographic approach. At end of year both groups were tested using Metropolitan Achievement Tests (ITA version of tests used for experimental group). Statistical analysis of scores controlling for IQ; standard deviation and means; significance at .05 level. Summary table.

*Findings:*
ITA group scored significantly higher on reading tests than group using the traditional orthography.

*Conclusions:*
Since other findings also confirm those of this small study, the use of ITA is recommended in the initial teaching of reading.

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00376

Pullen, Ann; Somwaru, Jwalla P.

**-- Analysis of the Results of the Field Trial : Mathematics Inventories, Grade 6.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 4 p. ( -- Research Dept. studies : 32)

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Grade 6/
/Test/s: Etobicoke Mathematics Inventories -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Pilot

*Purpose:*
To test the validity of Etobicoke Mathematics Inventories' subtests developed for 5 units of work in grade 6.

*Sample:*
Various samples of grade 6 students at 5 Etobicoke schools. Data collected June 1970.

*Methodology:*
Tests administered. Data analyzed by item and by unit; means; mean percentage of no response. Tables.

*Findings:*
1. Students had adequate time to complete tests.
2. All inventories showed an acceptable spread in achievement levels, from 7.9% to 92.3%, but mean for each test was low.

*Conclusions:*
Items will be reviewed and revised and then made available for general use.

*Tests Used in Research but not Included in Document:*
/Etobicoke Mathematics Inventor/ies

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00377**

Somwaru, Jwalla P.

**-- Tests of Academic Aptitude in Grades 9-12.**

-- Etobicoke : /Etobicoke Board of Education/, 1970. -- 5 p. ( -- Research Dept. studies ; 33)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 9-12/ /student/s

/Prediction/. /Application/ of /standardized test/s : Dominion Group Test of Learning Capacity compared with Co-operative School and College Ability Tests -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To compare the Co-operative School and College Ability Tests (SCAT) and the Dominion Group Test of Learning Capacity (DLC) and to consider these as possible replacements for the Scholastic Aptitude Tests of Ontario (SATO).

*Sample:*

Various samples of grades 9-12 students at 5 Etobicoke schools. Data collected 1969-70.

*Methodology:*

Both tests were administered to students from each grade and correlated with Easter examination marks, the criteria of academic achievement. Tables.

*Findings:*

DLC and SCAT both have a similar predictive ability of overall performance, with the DLC showing appreciably higher predictive ability in grade 11.

*Conclusions:*

1. DLC is recommended for use in Etobicoke schools for grades 9-12 instead of SATO, because of the slightly higher predictive validity and the lower cost of purchasing and scoring.
2. No grade 13 test is needed because tests from Service for Admission to College and University (/SACU/) are available.

*Tests Used in Research but not Included in Document:*

/Cooperative School and College/ Ability Tests; /Dominion Group Test of Learnin/g Capacity; /Scholastic Aptitude Test/s of Ontario

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00378**

Somwaru, Jwalla P.

**– Canadian Cognitive Abilities Test in Grade 1.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1971. -- 4 p. ( -- Research Dept. studies ; 35)

## SUBJECT

/IQ/. /Student/s. /Grade 1/
/Standardized test/s: Canadian Cognitive Abilities Test. /Use/ -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To evaluate the Canadian Cognitive Abilities Test (CCAT) and assist with the interpretation of scores obtained.

*Sample:*
3,192 grade 1 students in Etobicoke schools. Data collected October 1970.

*Methodology:*
A subsample of the total number of tests written was analyzed statistically: means; standard deviations; distribution of scores in percentages; Stanine and Z-score. Tables; graphs.

*Findings:*
1 Mean IQ on CCAT was lower than that obtained on Lorge-Thorndike Intelligence Tests. Mean IQ ranged previously between 103 and 105, while CCAT IQ mean was 101.
2 A wider range of scores was obtained, with more students at the upper and lower ends of the scale.

*Conclusions:*
1 Results of CCAT need to be interpreted differently from those obtained with Lorge-Thorndike Intelligence Tests. Cutoff points such as IQ 85 or 125 need to be changed to 68 or 78 and 134 or 124 respectively for the purpose of determining which students need further testing.
2 The full form of the CCAT rather than the shortened version is recommended because of the /maturity/ of students in Etobicoke schools.
3 Caution should be exercised in using IQ scores for student /placement/; they should be considered as only one kind of evidence and corroborated with results of achievement tests or /teacher/s' /evaluation/s.

*Tests Used in Research but not Included in Document:*
/Canadian Cognitive Abilities/ Test; /Lorge-Thorndike Intelligence/ Tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00379

Somwaru, Jwalla P.

**-- Canadian Cognitive Abilities Test in Grade 2.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1971. -- 3 p. ( -- Research Dept. studies ; 37)

## SUBJECT

/IQ/. /Student/s. /Grade 2/
/Standardized test/s: Canadian Cognitive Abilities Test. /Evaluation/ -- Study regions: /Etobicoke/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To evaluate the Canadian Cognitive Abilities Test (CCAT) as an /assessment/ tool for /ability/ testing as well as for the /screening/ of /gifted/ students.

*Sample:*

4,147 grade 2 students in Etobicoke schools.

*Methodology:*

Results of CCAT analyzed statistically: means; standard deviations. Subsample of 702 scores correlated with Stanford-Binet scores. Graphs; tables.

*Findings:*

1. Distribution of scores was very similar to that found in grade 1, with mean IQ 105.69 and standard deviation 17.47.
2. Test gave a wider range of scores than other intelligence tests and thus had the ability to discriminate among students of different levels of ability.
3. The correlation between CCAT scores and those of Stanford-Binet test was very high, r = .78.

*Conclusions:*

The Canadian Cognitive Abilities Test, Primary 2, Form 1 has satisfactory characteristics in terms of distribution and validity and is recommended for the assessment of students.

*Tests Used in Research but not Included in Document:*

/Canadian Cognitive Abilities/ Test; /Stanford-Binet Intelligence/ Scale

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00380

Pullen, Ann; Somwaru, Jwalla P.

**-- Dominion Group Tests of Learning Capacity : Advanced Level - Form A, Intermediate Level - Form B. A Review of the Patterns of Response Made by Students in Etobicoke Secondary Schools.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1971. -- 20 p. ( -- Research Dept. studies ; 38)

## SUBJECT

/STUDENT/S. /Secondary school/s. /Etobicoke/
/IQ/ (Dominion Group Test of Learning Capacity) -- Study examples. /grade 9/ and /grade 12/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
3,527 grade 9 students in 12 Etobicoke secondary schools; 2,281 grade 12 students in 10 Etobicoke secondary schools. Data collected 1969-1971.

*Methodology:*
Tabulation and discussion of test scores and results of statistical analysis: percentile rank; frequency; percentage accuracy per item and per category of skill; IQ distribution breakdown by school, also by /4-year/ and /5-year/ classes. Tables; graphs.

*Findings:*
1. Almost one-quarter of grade 9 students in sample did not answer the last 10 items. Lowest achievement scores occurred on the items towards the end of the test.
2. 67 students with IQs below 80 were enrolled in 5-year program at the grade 9 level.
3. Grade 12 students had most facility in answering questions related to number sequence and /verbal/ analogy and least facility in answering questions related to /mathematical/ /reasoning/.
4. Score on word meaning in grade 12 was low (33.3%).
5. Results of the Dominion Group Test of Learning Capacity in sample were approximate normal bell curve.

*Conclusions:*
1. Test measures wide range of abilities reasonably well.
2. Although of short duration, the Dominion Group Test of Learning Capacity is capable of predicting /academic achievement/ better than some longer tests.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00381**

Etobicoke Board of Education. Dept. of Research and Evaluation

-- **Conversion Tables for Canadian Test of Basic Skills.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1971. -- 4 p. ( -- Research Dept. studies ; 39)

## SUBJECT

/STUDENT/S. /Grades 4-8/. /Etobicoke/
/Academic achievement/ (Canadian Tests of Basic Skills). Conversion to academic achievement (Etobicoke score)

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To provide principals and teachers with conversion tables for raw scores obtained on the Canadian Tests of Basic Skills that would enable them to compare their results with those in other Etobicoke schools.

*Sample:*

All grades 4-8 students in Etobicoke schools for whom Canadian Tests of Basic Skills scores, for /mathematics/ and /reading/, were submitted. Data collected 1970-71.

*Methodology:*

Statistical analysis of raw scores giving grade equivalent, percentile rank, and Etobicoke score for each score. Tables arranged by grade and subject.

*Conclusions:*

Conversion tables are considered tentative and need to be revised as additional data are collected and analyzed.

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s - Mathematics and reading, grades 4-8

*Notes:*

Journal article : 'A Transition Program for Italian Children', Canadian Modern Language Review, 33 (no. 4, March 1977) 488-496.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00382
Pullen, Ann; Somwaru, Jwalla P.
**-- Co-operative English Test, Level 2 - Form B, Grade 9.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1971. -- 15 p. ( -- Research Dept. studies ; 40)

## SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Grade 9/. /Etobicoke/
/Academic achievement/ (Cooperative English Tests) of students
/STANDARDIZED TEST/S. English language. Curriculum subjects. Grade 9
Cooperative English Tests. /Use/ -- Study regions: Etobicoke

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To evaluate the English test, Cooperative English Tests, Level 2 - Form B, as a tool to identify the academic achievement and areas of weakness of incoming grade 9 students.

*Sample:*
All grade 9 students (n = 4,441 + ) enrolled in Etobicoke schools in 1971. Data collected fall 1971.

*Methodology:*
Test administered to incoming grade 9 students. Statistical analysis of results in various areas. e.g., vocabulary, reading comprehension, effectiveness, mechanics. Tables; means, raw scores; percentiles.

*Findings:*
1. Etobicoke means were higher than U.S. means; however, average IQ in Etobicoke is also higher.
2. Greatest weaknesses of students were found in mechanics of English, i.e., effective written communication. The highest score was achieved in /vocabulary/.

*Conclusions:*
1. Test is a useful diagnostic tool with which teachers can assess students at the beginning of the year.
2. Weakness of students in written communication indicates a weakness in the present public school program.
3. Some /remedial/ work in English should be initiated in the early secondary school grades.
4. Test should be readministered at the end of grade 9 to assess progress of students.

*Tests Used in Research but not Included in Document:*
/Cooperative English Test/s (1960)

*Notes:*
Later report ON00384

Related Records: ON00384

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00383
Etobicoke Board of Education. Dept. of Research and Evaluation
**-- Test of Mathematical Fundamentals, Report on Grade 9 Achievement.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1972 -- 8 p. ( -- Research Dept. studies , 44A)

## SUBJECT

/STUDENT/S. /Grade 9/. /Etobicoke/
/Academic achievement/ (Test of Mathematical Fundamentals) in /mathematics/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To test the mastery of basic mathematical skills by a group of grade 9 students whose principal was concerned about their apparent inability to carry out simple computation.

*Sample:*
402 grade 9 students at one Etobicoke school.

*Methodology:*
Test data statistically analyzed. Tables include raw scores (4-year and 5-year program); percentile rank; means; number of items correct, incorrect, or omitted, according to mathematical operation. Graph.

*Findings:*
1. Grade 9 students scored less than 50% on 60 fundamental items. Mean raw score was 27.27%.
2. Students scored highest in addition, subtraction, and multiplication and lowest in division and operations with decimals. Problems were particularly poorly done: percentage score 11.75.

*Conclusions:*
1. It appears reasonable that grade 9 students should have scored much higher, as material tested should have been mastered by grade 7.
2. A review of the curriculum appears necessary to see that sufficient time is allotted to the weak areas. Review of basic mathematical /skill/s should be included from grade 6 to at least the end of grade 9.

*Tests Included in Document:*
/Test of Mathematical Fundamen/tals for Grades 7-12

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00384

Pullen, Ann; Somwaru, Jwalla P.

**-- Co-operative English Test, Level 2 - Form B, Grade 9.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1973. -- 16 p. ( -- Research Dept. studies . 45)

## SUBJECT

/STUDENT/S. /Grade 9/. /Etobicoke/
/Academic achievement/ (Cooperative English Tests) in /English/ /language/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To evaluate the achievement of grade 9 students in English and detect areas of weakness: a follow-up study of a 1971 study.

*Sample:*
3,519 grade 9 students enrolled in Etobicoke schools in 1972. Data collected September-October 1972.

*Methodology:*
Test administered and results statistically analyzed with comparison figures from 1971 results. Areas analyzed are /vocabulary/, effectivensss, /reading comprehension/, mechanics. Tables; raw scores; means; percentiles.

*Findings:*
Results of 1972 testing confirmed 1971 findings, i.e., higher achievement in creative aspects of program such as vocabulary and lower achievement in reading comprehension and mechanics of English (written communication; /spelling/).

*Conclusions:*
Canadian students cannot be evaluated according to U.S. norms. Canadian teachers must make their own evaluation of student achievement and weaknesses as indicated by test data in view of their own goals for the English program.

*Tests Used in Research but not Included in Document:*
/Cooperative English Test/s (1960)

*Notes:*
Follow-up of ON00382

Related Records: ON00382

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00385**

Woodliffe, Helen M.; Somwaru, Jwalla P.

**-- A Summary of Report No. 4 on the Advancement Classes Follow-up Study.**

-- Etobicoke : /Etubicoke Board of Education/, Dept. of Research and Educational Measurement, 1970. -- 8 p.

## SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s. /Etobicoke/
/Ability/ /grouping/. /Special class/es: Advancement Classes. /Evaluation/

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To discover effect of /Advancement Class/es on participating students: a summary of recently collected data in a continuing study.

*Sample:*

Various groups of students in Advancement Classes. Data collected September 1967-June 1969.

*Methodology:*

Questionnaires sent to students at /postsecondary/ level. At secondary level, teacher and student questionnaires and personal interviews used. Scholastic Aptitude Tests, Ontario edition, and grades 12-13 academic achievement scores noted. At elementary school level Sequential Tests of Educational Progress (STEP) scores compared with control group. Analysis of covariance used to adjust for IQ difference. Tables. Significance at .05 and .01 level.

*Findings:*

1. Most students of Advancement Classes continued into university and were successful in their studies. Many of those near graduation planned teaching careers.
2. Reaction to Advancement courses was positive both at secondary and postsecondary level.
3. Both these groups found little stimulation in secondary school work.
4. Secondary school teachers gave favourable reports of Advancement students and /parent/s approved of the program.
5. On STEP tests performance of Advancement students were generally significantly better in /mathematics/. In other subjects performance of students was very good, but not always significantly higher than control group.

*Tests Used in Research but not Included in Document:*

/Scholastic Aptitude Test/s, Ontario edition; /Sequential Tests of Education/al Progress

Related Records: ON00388

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00386

Somwaru, Jwalla P.; Kramer, Martin
Etobicoke Board of Education. Dept. of Research and Evaluation
-- **A Study of the Semester System at Thistletown Collegiate Institute.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1972. -- 57 p. in various pagings.

## SUBJECT

/SEMESTER/ DIVISION. /Thistletown C.I./. /Etobicoke/
/Evaluation/ by /graduate/s, /parent/s, /student/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive; Comparative

*Purpose:*
Intended for the Steering Committee of Thistletown C.I.

*Sample:*
1,261 students, 96 teachers, 475 graduates (grade 12 graduates, 1969; grades 12-13, 1970-71), 1,200 parents, Thistletown C.I. Data collected in June 1972.

*Methodology:*
Questionnaires distributed to students and teachers, mailed to parents and graduates; 92% students, 91.7% teachers, 21.9% graduates, and 29.2% parents responded. Questionnaires focussed on 4 issues: goals of semester system, general /learning/ experience under semestering, specific areas critically associated with semestering, and impact of semestering on other student concerns. Statistics on /academic/ /promotion/, 1962-72, used for comparison of semester and annual systems. Tables

*Findings:*
1. The rate of failure per subject was consistently higher with the semester system, although it was not a statistically significant difference.
2. Students in general favoured the semester system. They felt that the system helped in- depth study, allowed the completion of a year's work in a semester, enabled them to correct a failure in the same year, or do better with fewer subjects at a time. However, they found double periods tiring or boring.
3. Graduates generally agreed with the students, but were much more in favour of /homework/ to aid learning.
4. Teachers were particularly impressed by the advantages of quicker correction of failure and better in-depth study possibilities. However, they were unhappy with the increased /administrative/ and secretarial work, problems of student /attendance/, and difficulties of coping with double periods.
5. Parents generally expressed satisfaction with the system.

*Conclusions:*
1. Semester system should be evaluated again after three years.
2. Clearer policy on double periods should be established.
3. Better guidance procedures should be established to help students in course choice.

*Tests Included in Document:*
Self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00387

Pullen, Ann; Somwaru, Jwalla P.

**-- Standardized Test Results and Summary Statistics, 1968-1969.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 15 p. unpaged.

## SUBJECT

/STUDENT/S. /Elementary school/s. /Etobicoke/
/Academic achievement/ and /IQ/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Elementary school students (grades 1-8) in Etobicoke, combined and by school. Data collected 1964-1969.

*Methodology:*
Tests used were: Lorge-Thorndike Intelligence Tests, Level 1; California Test of Mental Maturity, Level 2 and Level 3; Etobicoke Tests of Educational Progress (ETEP); and Sequential Tests of Educational Progress (STEP). IQ distribution and mean scores are given for grades 1, 4 and 7 by school for the 1968-69 school year. Average school IQ is given for each year (1964- 1969) for grades 1, 4, 7 tests. On a boroughwide basis, the following data are given: average IQ, 1961-69; ETEP results, 1965-69; STEP results, 1967-69; and distribution of /reading/ and /mathematics/ scores for grades 3-8.

*Findings:*
1. IQ mean test results for Etobicoke showed gradual improvement from 1961 to 1967 for the grades 4 and 7 tests. However, using a different measure (the California Test) the mean IQ was reduced in 1968 and declined slightly in the 1969 test.
2. From 1961-69 the mean IQ of the grades 4 and 7 IQ tests never dropped below 107.

*Tests Used in Research but not Included in Document:*
/Lorge-Thorndike Intelligence/ Tests, Level 1; /California Test of Mental Matu/rity, Levels 2 and 3; /Etobicoke Tests of Education/al Progress; /Sequential Tests of Education/al Progress

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00388

Woodliffe, Helen M.; Somwaru, Jwalla P.

**-- A Summary of Report No. 3 on the Advancement Classes Follow-up Study.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 8 p.

## SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s. /Etobicoke/
/Ability/ /grouping/. /Special class/es: /Advancement Class/es. /Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To discover effect of Advancement Classes on participating students: a summary of two previous reports.

*Sample:*
203 students participating in Advancement Classes. Students' careers followed from public school to 5 years after grade 13 graduation. Data collected 1965-June 1967.

*Methodology:*
Achievement scores in grades 7-8 of Advancement students compared with those of control group; adjustment for difference in IQ between two groups by analysis of covariance. Opinion of /parent/s on program obtained. /Social/ /adjustment/ of students measured. General career of students followed through secondary and /postsecondary/ education.

*Findings:*
1. Advancement students scored significantly higher than control group in /science/, /mathematics/, and /social studies/ but not significantly higher in /reading/ and /writing/.
2. Social adjustment does not appear to suffer among students of Advancement Classes.
3. Parental response to program was positive.
4. Some teaching methods and procedures from Advancement Classes have been incorporated into regular curriculum.
5. Most Advancement students in the group proceeded to university and preferred to enrol in mathematics or science courses.

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress

Related Records: ON00385

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00389**

Etobicoke Board of Education
– **Standardized Test Results and Summary Statistics 1964-1965.**
-- Etobicoke : /Etobicoke Board of Education/, 1965. -- 10 p.

## SUBJECT

/STUDENT/S. /Elementary school/s. /Etobicoke/
/IQ/ and /reading achievement/
/Academic achievement/. /Assessment/. Application of /standardized test/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To establish useful means for assessing and predicting academic achievement of students within the Township of Etobicoke.

*Sample:*
All Etobicoke students, grades 1-8, 1957-65.

*Methodology:*
Reading scores tabulated from results of Dominion Reading Test administered to grades 1-4, Nelson Silent Reading Test to grades 5 and 7, and Gates Reading Test to grade 8. IQ scores tabulated from results of SRA Primary Mental Abilities Test given to grade 1, Dominion Group Test of Learning Capacity - Junior administered to grade 4, and Dominion Group Test of Learning Capacity - Intermediate administered to grade 7. Tables; percentages; comparison of averages.

*Findings:*
1. Average reading and IQ scores for Etobicoke students were above published norms.
2. Approximately 52% of grade 7 students scored at or above the highest possible level on the Nelson Reading Test, proving this to be an inadequate measure of academic achievement.
3. Similarly, approximately 47% of grade 4 students scored at or above the highest possible level on the Dominion Test.
4. Neither the Dominion or any other IQ test can measure learning capacity. Such tests measure only what a student can do in certain types of mental operations developed for a particular reference group. The Dominion Test is most useful in the /verbal/ dimension.
5. The Primary Mental Abilities Test measures verbal /comprehension/, /number/s facility, perceptual speed, and spatial relations and may be a useful early indicator of the need for compensatory education.

*Conclusions:*
1. Township averages are more meaningful for assessing Etobicoke students' achievement than published test norms.
2. There is really no sound basis for making comparisons across the Dominion, Nelson, and Gates Tests, as these tests are different in content and were normed on different populations.
3. Consideration should be given to the use of a single articulated battery for the entire school system.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity - Junior and Intermediate; /Dominion Reading Test/, grades 1-4; /Gates Reading Survey/, grades 6 and 8; /Nelson Silent Reading Test/, grades 5 and 7; /SRA Primary Mental Abilities/ Test

*Notes:*
Township of Etobicoke became Borough of Etobicoke in 1967.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00390**

Etobicoke Board of Education. Dept. of Research and Evaluation ; Audiovisual Dept.
**-- A Study of the Impact of Increased Supply in the Attitudes and Use of Educational Television.**
-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1972. -- 37 p.

## SUBJECT

/ETV/. Schools. /Etobicoke/
  /Use/ by /teacher/s. Effects of additional /audiovisual/ /equipment/: /television/ /set/s and /videotape/ /recorder/s
  Use. /Attitude/s of teachers

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To evaluate the effective use made of ETV where the supply of equipment was considerably increased.

*Sample:*
One experimental and one control group of schools, each group consisting of one /junior school/, one /middle school/ and one /secondary school/. Data collected from January to June 1972.

*Methodology:*
Experimental and control schools were chosen. /Colour/ television receivers and videotape recorders were added to the experimental schools to allow easy access to educational television. Questionnaires were constructed to assess teacher attitudes, experiences with, and perception of ETV. Other questionnaires constructed included an Audiovisual Adviser's Questionnaire and an Audiovisual Technician's Questionnaire. Weekly teacher TV user logs were utilized. Charts showing TV viewings both live and prebroadcast in experimental and control schools are included in the report.

*Findings:*
1. Use of ETV increased appreciably in experimental junior and middle schools once teachers' attitudes towards ETV improved.
2. Experimental secondary school showed no increased use of ETV; teachers were neutral or negative.
3. Problems in secondary schools that impeded utilization were: user scheduling difficulties, excessive preview and equipment set-up time, and program difficulties.
4. In experimental schools, there was increased use of TV program sources.
5. In experimental schools, an increased number of student requests for TV were made but were met less frequently.
6. Teachers and audiovisual advisers tended not to agree on attitutde towards future use of ETV.
7. Audiovisual advisers generally agreed that /history/, /English/, and /geography/ teachers were most favourably inclined to use ETV.

*Tests Included in Document:*
Self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00391**

Somwaru, Jwalla P.; Kramer, Martin

Ontario Institute for Studies in Education. Alternative Learning Environments Project

**-- The Development and Evaluation of an Alternative High School : A Report on S.E.E. (School of Experiential Education) : Phase 1.**

-- Etobicoke : /Etobicoke Board of Education/, Research Dept. ; Toronto : /Ontario Institute for Studies/ in Education, 1973.

-- 62 p. OISE project : (Ministry of Education, Ontario. Grants in Aid of Educational Research)(Ministry of Education, Ontario. Contractual Research)(Ministry of Education, Ontario. Grants in Aid of Educational Research)5.

## SUBJECT

/ALTERNATIVE/ /SECONDARY SCHOOL/S. /Etobicoke/
/SEE/. /Evaluation/ by /student/s, /teacher/s and /parent/s

## ABSTRACT

*Type of Study:*

Descriptive; Discursive

*Sample:*

104 /grades 11-13/ students; 1 part-time and 4 full-time teachers; 1 secretary; and 57 parents of students at SEE. Data collected from March to June 1972.

*Methodology:*

Data on all students from school records. 74 students were interviewed at length and were asked to fill out questionnaires. The teachers and secretary were interviewed. Parents were sent questionnaires. Percentage tables and graphs.

*Findings:*

1. Students at SEE came from all areas of Etobicoke and had a range of school /mark/s comparable to that of students in any Etobicoke secondary school.
2. Students varied in their desire for academic /credit/s: average number of credits earned by a student was 3, but 22% of students received no credits.
3. 16 students left SEE before the end of the academic year.
4. More SEE students were oriented toward /English/ and /social science/s than other subjects. 80% of students felt the quality and quantity of their /reading/ had improved over the year; 50% felt their /research/ /skill/s had improved.
5. Almost everyone dropped some courses, both credit and noncredit.
6. Students increased their exploration of knowledge in informal ways.
7. Students felt they had grown /emotional/, mainly by gaining self-awareness and accepting individual and community responsibilities.
8. Teachers valued having more time to develop courses suited to student needs and opportunities to develop more egalitarian relationships with students.
9. Slightly more parents supported their child's choice of SEE because of earlier school /problem/s rather than because of understanding of and agreement with educational concepts of SEE.

*Conclusions:*

1. It is too early to conduct a definitive evaluation of SEE.
2. Phase II of the project will provide information on the impact of SEE on students as well as comparative data on other students.

*Notes:*

1. Cover title: Phase 1 : Interim Report on School of Experiential Education.
2. Report prepared by /Simon, Roger I./ and others in Alternative Learning Environments Project.

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00392

Etobicoke Board of Education. Research Dept.

**– Etobicoke Scores and Norms for Sequential Tests of Educational Progress : A First Report on the Advancement Classes Follow-up Study.**

-- Etobicoke : /Etobicoke Board of Education/, Research Dept., 1965. -- 21 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/ (Sequential Tests of Educational Progress). /Student/s. /Elementary school/s. /Etobicoke/ Conversion to academic achievement (/Etobicoke Score/)

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To create an Etobicoke Score (Local Norm) for the Sequential Tests of Educational Progress (STEP).

*Sample:*
Etobicoke students in /grades 4-8/; largest subsample consisted of 3,242 /grade 4/ students taking the level 4B STEP Writing test and the smallest subsample consisted of the 284 /grade 5/ students taking the same test.

*Methodology:*
The STEP tests were chosen because they were less course related and more oriented to broad understandings and outcomes of instruction than other standardized tests. The level 4B STEP tests were given to grades 4-6 and the level 3B tests were given to grades 7-8. Some tests were administered to all students in a grade, while others were given to a representative sample for that grade. Grades 5 and 8 scores were compared to American norms. Raw scores were converted to Z score and then to local norms (Etobicoke Score) with mean 70, standard deviation 10. Tables; graphs; item analysis; percentile equivalents.

*Findings:*
1. Etobicoke means were generally above American norms, with a smaller standard deviation.
2. Etobicoke means were above American norms on the /social studies/ tests, despite high American content.

*Conclusions:*
1. Etobicoke students were more accomplished than the American norms group (standardization sample), and more homogeneous.
2. Local norms should be used in evaluating programs or advising students in Etobicoke.

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress (STEP)

*Notes:*
On cover : The Board of Education for the Township of Etobicoke

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00393**

Dilling, Harold John

**-- Comparison of General Intelligence Test Results and Student Achievement in Grade 8 and Grade 9 of Scarborough Schools.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1966. -- 13 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 8/. /Scarborough/
  /Mark/s on /examination/s related to /IQ/ (Dominion Group Test of Learning Capacity)
  Marks on examinations compared by schools
ACADEMIC ACHIEVEMENT. Students. /Grade 9/. Scarborough
  Marks on examinations related to IQ (Otis Quick-Scoring Mental Ability Test) and academic achievement in grade 8 compared by /4-year/ and /5-year/ /program/s
  Marks on examinations compared by schools.

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare grade 8 and grade 9 examinations at different schools with one another and with /standardized test/s; to improve methods of predicting grade 8 and grade 9 students' success in high school.

*Sample:*
1,746 grade 9 students in 9 of the 10 composite schools in Scarborough. Data collected in 1963 to December 1964.

*Methodology:*
Data collected on general intelligence tests taken in grade 8 (Dominion Group Test of Learning Capacity) and Grade 9 (Otis Quick-Scoring Mental Ability Tests); grade 8 teachers' marks; grade 9 teachers' marks; all students in sample had written June and Christmas school examinations. Results tabulated by schools and program. Mean scores; correlations.

*Findings:*
1. Grade 9 achievement marks were much the same, relative to IQ, from school to school.
2. Within most schools, students' loss or gain in achievement marks in grade 9 varied greatly according to which elementary school they had attended in grade 8.
3. Correlations between IQ and achievement marks were high for 5-year students, but not for 4- year students.

*Conclusions:*
1. Grade 9 examinations are of fairly uniform difficulty throughout the Borough.
2. Grade 8 examinations vary greatly in difficulty from school to school.
3. There is little value in IQ as a predictor of success in a 4-year program. Standardized tests should be developed that are valid predictors of success in /vocational/ fields.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity; /Otis Quick-Scoring Mental Abil/ity Tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00394**

Dilling, Harold John

**-- Comparison of Examination Results by Subject and Programme.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1966. -- 13 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grades 9-10/. /Scarborough/
/Mark/s on /examination/s compared by /grade level/s, /program/s and subjects

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Sample:*

All Scarborough students in following categories: 1965 ggrade 10, /5-year/ program (n = 1,788) and /4-year/ program (n = 1,579); 1965 grade 9, 5-year program (n = 2,307) and 4-year program (n = 1,639); and 1964 rade 9, 4- and 5-year programs (n = ? ).

*Methodology:*

Data collected from reports by principals of all Scarborough schools. Percentage tables.

*Findings:*

1. Comparisons between students when they were in grade 9 (1964) and same group in grade 10 (1965): (a) /Failure/ rates for both 4-year and 5-year students decreased in all subjects except /art/, the greatest decrease being in /history/ and /typewriting/ (5-year) and /English/ /literature/ and typewriting (4-year). The failure rate remained relatively high in /mathematics/ and /French/ (5-year) and history and French (4-year); (b) Although failure rates for 4-year students remained higher than for 5-year students in almost all subjects, the greater decrease for 4-year students brought them much closer to the 5-year failure rate, (c) The largest decrease for 5-year honour students occurred in English literature and French, with the greatest increases in /science/, art, and /home economics/. There was little change among 4-year students, (d) /Physical education/ /course/s tended to have fewest failures and honours. To a lesser extent this was also true of English courses.
2. Comparisons between 1964 grade 9 students and 1965 grade 9 students: (a) Failure rates in almost all subjects were lower for both groups than in 1964, decreases being less for 4-year students. Of subjects with relatively high failure rates in 1964 (history, mathematics, French, and typewriting) for both groups, only mathematics (5-year) and history, mathematics, and typewriting (4-year) remained high in 1965; (b) In spite of the general decline in failure rates, there continued to be a consistently higher failure rate among 4-year students than among 5-year students; (c) While there was a general increase in honours given to 5-year students, there was a general decrease in frequency of honours among 4-year students.

*Conclusions:*

While some desirable changes in marking standards are evident in the second year, prevailing inconsistencies suggest the existence of a general selection factor in grade 9 rather than one within individual subject areas.

*Notes:*

1. Follow-up of 1964 study of grade 9 test results
2. Results up to grade 12 are reported in ON00410.

**Related Records:** ON00410

**Availability:** MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00395**

Dilling, Harold John

**-- Examination of Homogeneous Grouping Practices in Grade Two.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1967. -- 26 p.

## SUBJECT

/ABILITY/ /GROUPING/. /Student/s. /Grade 2/. /Scarborough/
Homogeneous grouping compared with heterogeneous grouping. /Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine selected questions related to homogeneous grouping.

*Sample:*
5,998 grade 2 students and 218 grade 2 teachers in elementary schools in Scarborough; sample included homogeneous (all 'high,' all 'low,' or all 'middle' ability) classes, mixed ('high- middle' or 'middle-low') and heterogeneous ('high-low' or 'high-middle-low') classes. Data collected February 1966 and October 1966.

*Methodology:*
Mean IQs and standard deviations were computed for each class; teachers were polled on the advantages and disadvantages of each possible class grouping. Tables.

*Findings:*
1. Homogeneous grouping produced classes with different mean levels of ability. It did not, however, greatly reduce the spread of individual ability differences in each class.
2. There was evidence that, when classes were grouped homogeneously, the 'bright' and 'slow' classes were assigned more able teachers than the 'middle' group; teachers of the 'bright' groups tended to have more /experience/.
3. Teachers tended to make fewer positive and more negative comments on homogeneous groupings as the ability of the group they were teaching decreased. A large number of teachers saw advantages in heterogeneous groups: e.g., brighter students could stimulate others.

*Conclusions:*
1. Perhaps the 'low' groups should be abolished and only 'high' and 'middle-low' groups formed.
2. /Class size/s should be smaller, especially for slower groups. More should be done towards individualizing instruction and evaluation.
3. Consideration should be given to placing teachers with the type and level of group they desire to teach.
4. Research should be undertaken on the effects of homogeneous grouping related to specific achievement areas rather than IQ, and the effects of grouping on different types and age levels of students. The different procedures for grouping students should be investigated.

*Special Features:*
1. /Literature review/, pp. 2-4
2. /Bibliography/ -- 7 items.

*Tests Included in Document:*
Self-made /questionnaire/, p. 26

*Tests Used in Research but not Included in Document:*
/Otis Quick-Scoring Mental Abil/ity Tests, Alpha

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00396

Longstaff, Frank R.; King, Alan J.C.

**-- Attitudes and Perceptions of Grade Nine Secondary School Students.**

-- Scarborough : /Scarborough Board of Education/ ; Toronto : /Ontario Institute for Studies/ in Education, 1967. -- 90 p. ( -- /Students and their programmes/ in Scarborough secondary schools ; 1) OISE project ; 0(Ministry of Education, Ontario. Contractual Research)(Ministry of Education, Ontario. Grants in Aid of Educational Research)(Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/GRADE 9/ /STUDENT/S. /Scarborough/
  /Attitude/s to /school/
  /Family life/, /psychological/ /adjustment/, and /socioeconomic/ /characteristic/s compared by /5-year/, /4-year/, and /2-year/ /program/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To identify the characteristics of grade 9 students who select 2-year, 4-year or 5-year programs. Specific emphasis is on the student enrolled in the 4-year program. Intended for teachers.

*Sample:*
Grade 9 students (2,667 in the 5-year program, 1,682 in the 4-year program, and 398 in the 2- year program) attending 16 secondary schools in Scarborough. 13 schools offered 4- and 5-year programs, 2 schools, /Bendale S.S./ and /Sir Robert L. Borden S.S./, gave 2-year courses in academic and technical subjects, /Tabor Park Vocational School/ offered a 2-year vocational course. Data collected during March 1967.

*Methodology:*
A questionnaire designed to obtain information on the student's appraisal of his /home/ /environment/ and school environment was administered to the students; some modifications in the questionnaire were made for students at Bendale and Borden secondary schools; Tabor Park students did not complete the questionnaire. Students were also given the California Test of Personality and the Alpert-Haber Test; /Ontario School Record/ forms provided information on previous achievement, ability levels, and socioeconomic factors. Bar graphs and chi-square tests were used to compare the responses of 2-, 4-, and 5-year students.

*Findings:*
1. Students of parents with advanced education were usually enrolled in the 5-year program.
2. 5-year students were the most likely and 2-year students the least likely to belong to the public library, to read newspapers, magazines, and books other than school texts, and to come from homes with a good supply of books.
3. There was no significant difference among students from different programs in the restrictions imposed by parents in school related areas, however, in other areas, 5-year students were the most closely supervised.
4. 2- and 5-year students were more active in /extracurricular/ programs than 4-year students.
5. 2-year students had a more positive attitude towards school, their teachers, and their courses than 4-year students.
6. Outside the school situation, 2-year students thought that their classmates felt inferior to 4- and 5-year students, and were the most likely to want to change to a 4-year program.

*Conclusions:*
1. 5-year students received more support from parents than the others and developed a positive attitude towards education.
2. 2-year students received little support from outside the formal school structure; they were encouraged from inside the school system and reacted positively to it.
3. 4-year students were negatively influenced from outside and reacted negatively to the school situation.

*Tests Included in Document:*
Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*
/California Test of Personality/, Intermediate Form; /Alpert-Haber Test of Anxiety/

*Notes:*
Evaluation of this report, ON00403

Related Records: ON00403

**Availability:** MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00397**

Dilling, Harold John

**-- The Predictive Validity of the Otis Gamma, D.A.T. Space Relations and D.A.T. Mechanical Reasoning Tests : Pilot Study, Grade 9 Students, R.H. King Collegiate Institute.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1967. -- 13 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Secondary school/s
/Mark/s. /Prediction/. Use of /standardized test/s: Differential Aptitude Tests and Otis Quick-Scoring Mental Ability Tests compared by /5-year/ and /4-year/ /program/s and /sex/ -- Study regions: /Scarborough/ -- Study examples: /R.H. King C.I./ -- Sample population: /grade 9/ students

ABSTRACT

*Type of Study:*

Comparative, Methodological

*Purpose:*

To compare the ability of the Otis Gamma Mental Ability Test (Otis) and the Space Relations and Mechanical Reasoning subtests of the Differential Aptitude Tests (DAT) to predict academic success of students.

*Sample:*

374 grade 9 students in the 1965-66 school year at R.H. King C.I. in Scarborough.

*Methodology:*

Standardized tests administered and compared with teachers' marks, tabulated by sex, branch, program; intercorrelations; means; standard deviations.

*Findings:*

1. /Male/ and /female/ students recorded similar IQ scores (Otis) (male 104.52; female 104.60; total sample 104.55); males recorded higher DAT scores (79.41 vs. 59.05). However, female students had higher school marks (65.82 vs. 62.84).
2. Overall the best predictor of teachers' marks was Otis (r = 42). The worst was DAT Mechanical (r = .07). DAT total r = .19; Space r = .22.
3. Otis did best with both 4-year and 5-year students. It was the best predictor for both sexes but predicted for females (r = .51) better than for males (r = .36).
4. For science, technology, and trades students, the best and worst predictors were DAT Space r = .36, DAT Mechanical r = .20; for arts and science, Otis r = .42, Mechanical r = .02; for business and commerce, Otis r = .36, Mechanical r = .12.

*Conclusions:*

1. No single standardized test predicts teachers' marks with a high degree of accuracy.
2. Teachers' marking standards may contain certain biases.
3. The project should be replicated using all grade 9 Scarborough students, and-or following academic achievement for a period longer than one year.
4. Longitudinal studies may show that a particular test is a better predictor of vocational success than teachers' marks.

*Tests Used in Research but not Included in Document:*

/Otis Quick-Scoring Mental Abil/ity Tests, Gamma; /Differential Aptitude Test/s, Space Relations; Differential Aptitude Tests, Mechanical Reasoning

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PRELIMINARY REPORT** **ON00398**

Dilling, Harold John

**-- The Predictive Validity of Standardized Tests Used in Primary Grades : Progress Report No. 1.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1967. -- 3 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Kindergarten/ /student/s

/Prediction/. Use of /standardized test/s: Watson Number-Readiness Test and Watson Reading- Readiness Test

ACADEMIC ACHIEVEMENT. /Grade 1/ students

Prediction. Use of standardized tests: Dominion Group Tests of Learning Capacity -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To determine the ability of certain standardized tests used in the primary grades to predict academic success of students.

*Sample:*

690 kindergarten, later grade 1, students in 13 elementary schools, distributed throughout the 7 Scarborough inspectorates. Data collected from 1965 to May 1967.

*Methodology:*

Students given Watson Reading and Number Readiness Tests in kindergarten; Dominion Test of Learning Capacity (DLC), Primary, in grade 1. Coefficients of correlation, tabulated by school and for whole sample.

*Findings:*

1. There were positive correlations between DLC and both Watson tests.
2. The correlation with DLC was higher for the Watson Reading Test.

*Conclusions:*

1. There may be a verbal bias in the DLC.
2. The students' marks for grades 1-3 should be collected; the students should be administered additional standardized tests.

*Tests Used in Research but not Included in Document:*

/Watson Reading-Readiness Test/; /Watson Number-Readiness Test/; /Dominion Group Test of Learnin/g Capacity, Primary

Related Records: ON00414

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00399**

Dilling, Harold John

**-- Scarborough Norms for Scholastic Aptitude Test and Predictive Validity of the S.A.T. and S.A.T.O. Tests.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968 -- 8 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/ (Scholastic Aptitude Test). /Grade 13/ /student/s. /Collegiate/s. /Scarborough/
compared by /sex/

SCHOLASTIC APTITUDE TEST. Grade 13 students. Collegiates. Scarborough
/Norm/s

ACADEMIC ACHIEVEMENT. Grade 13 students
/Mark/s. /Prediction/. Use of Scholastic Aptitude Test and Scholastic Aptitude Test, Ontario edition compared by schools
-- Study regions: Scarborough

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To establish local percentile rank norms for Scholastic Aptitude Test (SAT) and to determine the predictive validity of SAT and Scholastic Aptitude Test, Ontario Edition (SATO).

*Sample:*
716 grade 13 students from the 13 collegiate institutes in Scarborough. Data collected from 1965 to 1966.

*Methodology:*
Students volunteered to take SAT; school marks correlated with scores and with SATO taken previously in grade 12; sample compared with U.S. standardization sample or norm group. Tabulated by sex and school; subtests.

*Findings:*
1. As in the U.S. sample, Scarborough females did better than males on the /verbal/ subtest while males did better on the /mathematics/ subtest.
2. Both males and females in the Scarborough group did better than U.S. sample on both subtests.
3. The best predictor of grade 13 marks (Christmas average) was SAT Verbal ($r = .40$); the worst was SATO /Comprehension/ ($r = .28$).
4. Predictive validities were far higher in some schools than in others. Lowest within school was $r = .04$ (SAT Maths); highest was $r = .66$ (SAT Verbal).

*Conclusions:*
1. The SAT and SATO subtests are only fair predictors of grade 13 average marks.
2. Higher predictive values might be found if subtests are correlated only with related school subjects.
3. Because sample consisted of volunteers, caution should be exercised in generalizing from findings.

*Tests Used in Research but not Included in Document:*
/Scholastic Aptitude Test/; Scholastic Aptitude Test, Ontario Edition

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00400**

Dilling, Harold John; Longstaff, Frank R.; King, Alan J.C.

-- **Aptitude, Achievement, Social Background and Psychological Adjustment of Grade Nine Secondary School Students.**

-- Scarborough : /Scarborough Board of Education/; Toronto : /Ontario Institute for Studies/ in Education, 1968. -- 66 p. ( -- /Students and their programmes/ in the Scarborough secondary schools ; 2)

## SUBJECT

/GRADE 9/ /STUDENT/S. /Secondary school/s. /Scarborough/

/Academic achievement/, /anxiety/ (Alpert-Haber Test of Anxiety), /psychological/ /adjustment/ (California Test of Personality), and /socioeconomic/ /characteristic/s

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To characterize /2-year/, /4-year/, and /5-year/ students in terms of achievement, aptitude, socioeconomic status and psychological factors. Intended for teachers.

*Sample:*

All grade 9 students enrolled in secondary schools and collegiates in Scarborough during the 1966-67 school year. Data collected from March to June 1967.

*Methodology:*

California Test of Personality, Intermediate Form, and the Alpert-Haber Test of Anxiety administered; Ontario School Record Cards provided socioeconomic, school achievement, and aptitude data, including Gates Reading Survey; bar graphs and line graphs; means; standard deviations; tables. Most data is analyzed by /sex/.

*Findings:*

1. The 5-year students achieved the highest level of performance in IQ scores, results from reading tests, and school /mark/s.
2. More students from the high socioeconomic /background/s were enrolled in the 5-year program; students from the low socioeconomic backgrounds were over-represented in the 4-year and especially in the 2-year programs.
3. As a group, 4-year and 2-year students were older; 5-year students were younger.
4. Country of birth of parents and students had little significance in distinguishing the groups.
5. In general, on the California Test of Personality, 5-year students obtained the highest adjustment scores.
6. On the subsection 'school relations,' 5-year and 2-year students obtained higher adjustment scores than the 4-year students.
7. On the Alpert-Haber Test, 2-year /female/s received the highest test anxiety scores and 5- year /male/s the lowest. Among male students, 4-year males were the most anxious, and within each program females obtained the higher anxiety scores.

*Conclusions:*

1. Socioeconomic factors, school achievement, aptitude test performance, and certain selected psychological measures are closely related to the /choice/ of program.
2. In the early years of elementary school there are indications as to which students would enrol in which program.

*Special Features:*

1. Characterization of the 4-year program student, pp. 46-48
2. Description of the California Test of Personality, pp. 49-53

*Tests Used in Research but not Included in Document:*

/California Test of Personality/, Intermediate Form; /Alpert-Haber Test of Anxiety/; /Gates- MacGinitie Reading Test/s

Availability: MF - $1.00, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00401**

*Dilling, Harold John; Hannaford, F.T.*
**– Employment for the Technical Graduate in Scarborough.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968. -- 17 p.

## SUBJECT

/TECHNICAL/ EDUCATION. /Program/s. /Secondary school/s. /Scarborough/
/Evaluation/ by /graduate/s
Graduates. /Employment/ and /postsecondary/ education -- Study examples: /Cedarbrae C.I./, /Midland C.I./, /West Hill C.I./, and /Winston Churchill C.I./

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess the relevance of technical education to initial and later employment; to examine the further formal education, if any, of technical graduates.

*Sample:*
All technical graduates from Cedarbrae (1963-1967), Winston Churchill (1966-1967), Midland (1965-1967), and West Hill (1965-1967) collegiate institutes in Scarborough. Data collected from 1963-1968.

*Methodology:*
Questionnaire administered. Results tabulated by year graduated and subject field.

*Findings:*
1. About 80% of the graduates for every year except 1967 found employment related to their fields of study.
2. From 52% (1967) to 70% (1963 and 1964) of those whose first jobs were in their field of study still worked in the same field when polled.
3. From 56% (1967) to 80% (1966) of those whose first jobs were in their field of study said that their technical courses had helped them obtain a position; of those whose first jobs were not in their field of study, only 9% (1964 and 1966) to 15% (1963 and 1965) said that their technical courses had been helpful.
4. From 9% (1967) to 37% (1964) of those whose first job was in their field of study, and from 11% (1963) to 33% (1967) of the others, whose first job was not in their field of study, received some additional formal education; 1967 was the only year for which the second group was more likely than the first to receive further formal education. The most popular forms of formal education were, in order: university, Ryerson (day), and technical courses (night).

*Tests Included in Document:*
Self-made /questionnaire/, p. 17

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00402**

Dilling, Harold John

-- **Predictive Validity of Canadian Academic Aptitude Test (C.A.A.T.) and Otis Gamma Mental Ability Test for Grade Nine Students.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968. -- 10 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grade 9/ /student/s

/Mark/s. /Prediction/. Use of /standardized test/s: Canadian Academic Aptitude Test and Otis Quick-Scoring Mental Ability Tests compared by /5-year/ and /4-year/ /program/s, /sex/, and subjects -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To compare the predictive validity of the Canadian Academic Aptitude Test (CAAT) with the Otis Gamma Mental Ability Test (Otis); to compare the predictive validity of mental ages (from CAAT) and IQs (from Otis).

*Sample:*

874 grade 9 students from 4 secondary schools in Scarborough. Data collected 1966-1967.

*Methodology:*

Tests administered; scores compared to each other and to teachers' marks (June average); tabulations by sex, branch, program; intercorrelations.

*Findings:*

1. The best predictor of teachers' marks was CAAT. Total ($r = .39$, vs. .38 for Otis and for CAAT Verbal); the worst was CAAT Non-Verbal($r = .28$).
2. Low correlations seemed to indicate that the ability of the standardized tests to predict academic achievement as measured by teachers' marks was not very good.
3. The CAAT Mathematical Reasoning Test was a better predictor of school success for /female/s than it was for /male/s; the other tests and subtests were better for males.
4. CAAT total was a better predictor for science, technology, and trades students ($r = .61$) than for students in the other branches.
5. Otis and the CAAT /Verbal/ predicted better for 5-year than for 4-year students; CAAT Non- Verbal predicted better for 4-year than for 5-year students.

*Conclusions:*

1. There is little difference in the predictive validity of Otis and CAAT except for certain subgroups of students.
2. It might be better to use two types of tests (mental age and IQ) rather than one type alone.

*Tests Used in Research but not Included in Document:*

/Canadian Academic Aptitude/ Test; /Otis Quick-Scoring Mental Abil/ity Tests, Gamma

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00403**

Dilling, Harold John

**-- Reactions to the Report, 'Students and Their Programmes in the Scarborough Secondary Schools, Report Number 1, Attitudes and Perceptions of Grade Nine Secondary School Students'.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968. -- 17 p.

## SUBJECT

/GRADE 9/ /STUDENT/S. /Scarborough/
/Attitude/s to school
/Family life/, /psychological/ /adjustment/ and /socioeconomic/ /characteristic/s. Report. /Evaluation/ by /teacher/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To assess teachers' reactions to Report Number 1, and to point out examples of direct action resulting from Report Number 1.

*Sample:*

Scarborough teachers and department heads at department meetings in September 1967; 17 sets of minutes, representing 8 schools and 10 different subject departments.

*Methodology:*

Opinions given verbally by department; summarized as minutes; minutes categorized by 10 subject fields and summaries made within each subject field. Also general summary of results.

*Findings:*

1. Many teachers found that Report Number 1 confirmed what was already suspected about students' attitudes and backgrounds.
2. Doubts were expressed over the objectivity or validity of some students' responses. Some suggested polling parents, or repolling the students in later grades.
3. Teachers suggested a number of changes aimed at making education more satisfying for /4- year/ students; one suggestion was to have special schools for 4-year students similar to those provided for 2-year students. Also, more should be done in the elementary grades to minimize negative attitudes that appear to develop in 4-year students.
4. Three projects were cited as examples of direct action that had been taken, at least in part, as a result of the findings of the research report: a session during the Scarborough Secondary School Principals' Fall Conference was devoted exclusively to the discussion of the problems of the 4-year program student; a pilot project was being undertaken to revise the grade 9 history curriculum with a view towards increasing the motivation of 4-year students; and a model for test development in /mathematics/ was being developed to provide the flexibility required for /evaluation/ of student /progress/.

*Notes:*

The report being assessed is ON00396.

Related Records: ON00396

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00404**

Dilling, Harold John; Toogood, J.D.

-- **Characteristics of Grade 13 Students as Predictors of Academic Success.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968. -- 20 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/ /Student/s. /Grade 13/. /Scarborough/
related to /IQ/, /reading ability/ and academic achievement in /grade 8/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine what characteristics of grade 13 students may be of value for prediction of academic achievement as well as for informational /guidance/.

*Sample:*
1,479 grade 13 students in 13 secondary schools in Scarborough. Data collected from /Ontario School Record/ cards for the period 1960 to 1966.

*Methodology:*
Grade 13 Easter marks compared with grades 8-12 marks, grade 8 /reading/ scores (Gates- MacGinitie Reading Tests), and grade 9 IQ scores. Tabulated by /sex/, geographic area of previous schooling, and number of years in secondary school. Graphs.

*Findings:*
1. There was a drop of about 8 points from grade 8 to grade 12 averages. Therefore, a grade 8 student should have an average of at least 58% to enter grade 13 with 50%.
2. The mean grade 9 IQ for students successfully entering grade 13 was 115; about 7% had IQs slightly below 100.
3. The mean grade 8 reading score for students successfully entering grade 13 was slightly above grade 10 norm; however, some students had scored below grade 8 and a few below grade 7.
4. Those students who had not reached grade 13 by their fifth year in school had lower IQ scores as well as consistently lower levels of achievement during previous schooling.
5. The number of papers written in grade 13 varied directly with IQ, except that the mean IQ for students attempting 8 papers (the minimal requirement for entrance to Teachers' College) was slightly lower than for those attempting 7.

*Conclusions:*
A student is not likely to reach grade 13 if grade 8 marks are much below 60%, grade 8 reading score below grade 7, or grade 9 IQ below 100.

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00405**

Dilling, Harold John; Toogood, J.D.
-- **Characteristics of Grade 12 Students as Predictors of Academic Success.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1968. -- 33 p.

## SUBJECT

/STUDENT/S. /Grade 12/. /Scarborough/
/Academic achievement/ related to /IQ/, /reading ability/ and academic achievement in /grade 8/
/4-year/ and /5-year/ students. Comparisons by IQ, reading ability and academic achievement in grade 8

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine characteristics of the first Scarborough grade 12 students in 4- and 5-year programs begun in 1962; to determine relationship of certain variables to /progress/ in school and to academic achievement.

*Sample:*
2,424 grade 12 students in 13 secondary schools. Data collected from Ontario School Record cards 1961-1966.

*Methodology:*
Students' June marks, grades 8-12, collected; Gates-MacGinitie Test scores for grade 8 and IQ scores for grade 9. Tabulated by /sex/, branch, /program/, and /summer school/ attendance. Graphs; means; and standard deviations.

*Findings:*
1. For /male/s and /female/s a progressive drop in marks was evident over the 5 years (except from grade 9 to grade 10); females achieved slightly better than males on teacher-constructed examinations.
2. In /reading/, females more proficient on /speed/ subtest; males slightly better in /comprehension/; students in the 5-year program better readers in grade 8 level in speed, /vocabulary/, and comprehension.
3. IQs of students in 5-year program higher than those in 4-year program.
4. 5-year program students achieved higher marks in grade 8 than students in 4-year program; in both programs, /science, technology and trades/ students averaged 3-4% lower marks than those in the other two branches.
5. Students with higher IQs less likely to change branch or program; regardless of change of program or of branch, all groups achieved equally well in grade 12 (if different branches and programs were compared).
6. From grades 8-12, marks dropped over 10 points for those who had attended summer school and about 4 points for those who had not; average drop for males was about 6 points, for females, about 5 points.
7. Grade 8 marks and grade 9 IQ scores of those who later attended summer school not different from the scores of the others.
8. Grade 9 IQ scores of students who entered grade 12 after more than 3 years secondary school were about 5 points lower than the others; their average marks in grade 8 and in grade 12 were significantly lower.

*Conclusions:*
1. For success in grade 12, grade 8 achievement marks should be at least 55 for both sexes (some variation for program); minimum grade 8 reading scores should be grade 7 for 5-year program students and about grade 6 for 4-year students.
2. Grade 9 IQ should not be below 95 for 5-year students but can be at least 5 points lower for 4-year students.

***Tests Used in Research but not Included in Document:***
/Gates-MacGinitie Reading Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00406**

Scarborough Board of Education

**-- A Report on the Five-Year Business and Commerce Program Based on an Analysis of the 1962 and 1963 Groups in the Scarborough Collegiates.**

-- Scarborough : /Scarborough Board of Education/, 1969. -- 21 p.

## SUBJECT

/BUSINESS/ /EDUCATION/. /5-year/ /program/s. /Secondary school/s. /Scarborough/
/Enrolment/ compared by /sex/
/Dropout/s compared with dropouts from other programs
/Graduate/s. /Employment/ and /postsecondary/ education

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe the 5-year business and commerce program and assess its academic and other effects.

*Sample:*
All grade 9 students enrolled in 5-year business and commerce programs in collegiate institutes in Scarborough, September 1962 and 1963. Data collected for the period from 1962 to 1968.

*Methodology:*
Students periodically interviewed regarding school or work activities; school /mark/s and standardized test scores compared with those of 5-year arts and science, and science, technology, and trades students. Tables.

*Findings:*
1. More /female/s than male/s selected the 5-year business and commerce program. Percentage of enrolment in this program decreased significantly (from approximately 10% of the total collegiate enrolment in grade 9 to less than 6.5% at the end of grade 10).
2. /Academic achievement/ was as good for 5-year business and commerce students as for students in other 5-year programs.
3. The less than 50% retention rate at the end of grade 12 of the 5-year /business and commerce/ students compared favourably with that of /science, technology and trades/ students, but was significantly lower than that of /arts and science/ /student/s (95%). The majority of those remaining in school stayed in their 5-year or the 4-year program.
4. About one-third of the students completing grade 12 or 13 accepted immediate employment in business, and it was reasonable to assume that those who did not complete their courses found their acquired skills assisted them in obtaining employment. An equal number of students going on to attend /community college/s enrolled in both business and nonbusiness programs. Those choosing university more often enrolled in nonbusiness programs.
5. The business and commerce program has provided a degree of flexibility within the school, e.g., students may transfer from grade 10 of the 5-year to grade 11 of the 4-year program. As collegiates extend individual timetabling and the universities and community colleges develop more flexible admission policies, it is probable more students will take business courses.

*Tests Used in Research but not Included in Document:*
/Stanford Achievement Test/, Ontario Edition

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00407

Dilling, Harold John; Hannaford, F.T.; McGill, V.J.

-- **Survey of the Commercial Art Graduates from Cedarbrae Collegiate Institute.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1969. -- 10 p.

## SUBJECT

/COMMERCIAL ART/. /Program/s. /Secondary school/s. /Scarborough/ /Graduate/s. /Employment/ and /postsecondary/ education -- Study examples: /Cedarbrae C.I./

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To provide information on the extent to which commercial art education has proved beneficial to the graduates.

*Sample:*

120 art graduates from Cedarbrae C.I., in Scarborough, for the years 1965-1968.

*Methodology:*

Data collected from school records; 114 graduates successfully traced and interviewed by telephone. Tables.

*Findings:*

1. 55% of sample (range from 26% in 1968 to 71% in 1967) found their first jobs in the field of art. Most of these employees remained employed in the field of art.
2. 21% of sample (range from 8% in 1966 to 39% in 1968) sought additional schooling directly after graduation and did not take full time jobs. The majority of these attended /Ontario College of Art/.
3. The remaining 23% (range from 14% in 1965 to 35% in 1968) found their first jobs in fields other than art.
4. About one-third of those working also took courses of some kind.
5. Of those originally employed in art, from 54% (1965) to 88% (1968) felt that graduating from an art course helped them acquire their first job. From 17% (1966) to 100% (1967) of those whose first job was not in art also held this opinion.

*Tests Included in Document:*

Self-made /questionnaire/, p. 10

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00408**

Dilling, Harold John; Toogood, J.D.

**-- Relationship Between Standardized Test Results and School Marks for Grade 12 and Grade 13 Students.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1969. -- 27 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 12-13/ /student/s

/Mark/s. /Prediction/. Use of /standardized test/s: Gates Reading Survey and Otis Quick- Scoring Mental Ability Tests compared by /grade level/s /program/s, and /sex/ -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To show for what categories of grade 13 and grade 12 students the Otis Gamma Mental Ability Test (Otis) and the Gates Reading Survey (Gates)have the highest degree of predictive validity for academic achievement.

*Sample:*

1,479 grade 13 and 2,424 grade 12 students from 13 secondary schools in Scarborough. Data collected from Ontario School Record cards for the period 1961 to 1966.

*Methodology:*

Test scores correlated with school marks. Graphs.

*Findings:*

1. Degree of predictive validity of the Otis was higher for students who did not change program; Otis was a better predictor for students who changed from a 4-year to a 5-year program than for those making the opposite change.
2. Otis was the better predictor overall. Both Otis and Gates predicted better for females than for males, except that the Speed Subtest of Gates predicted better for grade 12 males than for grade 12 females.
3. Otis and Gates predicted better for 5-year than 4-year students. Otis predicted better for grade 13 students in their 5th year of secondary schooling than for those in their 6th year.

*Tests Used in Research but not Included in Document:*

/Otis Quick-Scoring Mental Abil/ity Tests, Gamma; /Gates Reading Survey/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00409

Dilling, Harold John; Hayball, Helen L.
-- **Student Success in a Grade Twelve Make-up Year.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1969. -- 20 p.

SUBJECT

/GRADE 12/ /STUDENT/S. /Midland C.I./. /Scarborough/
/4-year/ grade 12 students. Transfer to /5-year/ /program/s. Use of /make-up/ year in grade 12. /Evaluation/

ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess a make-up year designed to allow 4-year students to change to a 5-year program.

*Sample:*
42 students enrolled in the first grade 12 make-up year at Midland C.I., 1966-67 (students were required to have achieved approximately 60% at the end of grade 12 and were selected from all secondary schools in Scarborough); teachers. Data collected from 1966-1968.

*Methodology:*
School /mark/s and scores achieved on standardized tests collected from student record cards; sample divided by degree of success beyond grade 12 of the regular 4-year program; tables; percentages. Teachers' opinions taken without formal questionnaires; no breakdowns published.

*Findings:*
1. 17 students (40.5%) later successfully completed grade 13; 3 (7.1%) failed grade 13; 8 (19%) finished make-up year but dropped out of, or did not start, grade 13; 7 (16.7%) failed make-up year; 7(16.7%) dropped out of make-up year. In all, 66.6% successfully completed make- up year itself.
2. Make-up year students had most difficulty with /English/ and /mathematics/.
3. Grade 9 and grade 12 school marks, and grade 8 /IQ/ scores, especially, were the best predictors of success in the program.
4. On the average, /arts and science/ students were more successful than the others in the program. Younger students generally did better than older ones.
5. Teachers were generally supportive of the program; some suggested changes. Lack of proficiency in English and difficulty starting a new /language/ were mentioned. Smaller classes were suggested.

*Conclusions:*
1. Make-up year is a worthwhile program.
2. Predictions of students' success should be based on an examination of a series of factors: average school marks for grades 9 and 12; IQ at the grade 8 level; reading grade; /age/; branch; elementary and secondary school location.
3. Teachers felt that students admitted to make-up year should be carefully screened.

*Tests Used in Research but not Included in Document:*
/Dominion Group Test of Learnin/g Capacity, Intermediate and Advanced; /Otis Quick-Scoring Mental Abil/ity Tests, Gamma; /Gates Reading Survey/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00410**

Dilling, Harold John; Toogood, J.D.; Hayball, Helen L.
**-- Comparison of Examination Results by Subject and Programme, Grade 9, June 1964 to Grade 12, June 1967.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1969. -- 16 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Grades 9-12/ /student/s. /Scarborough/.
/Mark/s on /examination/s. Comparison by /grade level/s, /subject/s, and /program/s

ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Students originally in grade 9 in Scarborough schools in 1963-64. Data collected in June 1966 and June 1967.

*Methodology:*
Grades 11 and 12 marks were collected. Results correlated by grade, program, subject, elective vs. /compulsory/ subjects, etc. Comparison with marks from grades 9 and 10. Tables.

*Findings:*
1. /Failure/ was rarer, and honours were achieved more often, in elected than in compulsory subjects (although grade 11 compulsory /mathematics/ had a high honours rate among /4-year/ program students).
2. Failure rates dropped consistently between grades 9 and 12, being most pronounced in the 4- year program.
3. In subjects with less objective examining techniques (/English/, /composition/, /gym/, /art/), there was a tendency for marks to be restricted to a narrow range. Subjects with the most objective examining techniques (mathematics and /French/) had a relatively large range and equal proportion of students who failed or achieved honours compared to proportion in pass category.
4. The proportion of 4-year to /5-year/ students achieving honours was lower in subjective than in objective grading subjects. Results of this study were similar to those of the earlier two studies, except that failure rate for 4-year students dropped after grade 9.

*Conclusions:*
1. Finding 4 may reflect a bias against 4-year students appearing even in nonacademic subjects, e.g., /home economics/.
2. Abandonment of 4-year and 5-year for a multitrack system will require new evaluating techniques; elementary school anecdotal reporting may be a useful model.
3. Percentages of failures and honours granted are dependent to some degree on the stringency of the marking standards.
4. Permitting maximum student choice of subjects based upon interest may help to reduce failures.

*Notes:*
Results of grade 9, 1964; and of grades 9 and 10, 1965 are reported in ON00394.

Related Records: ON00394

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00411

Dilling, Harold John; Scott, R.G.

-- **Predictive Validity of the S.R.A. Primary Mental Abilities Test, the Otis Gamma Test of Mental Ability, and the Differential Aptitude Tests.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1969. -- 19 p.

## SUBJECT

/MARK/S. /Academic achievement/. /Grade 9/ /student/s

/Curriculum/ subjects: /English/ /language/ and /mathematics/. /Prediction/. Use of /standardized test/s: Differential Aptitude Tests, Otis Quick-Scoring Mental Ability Tests, and S.R.A. Primary Mental Abilities Test compared by /program/s and /sex/ -- Study regions: Scarborough -- Study examples: Cedarbrae C.I.

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To compare the Otis Gamma Tests of Mental Ability (Otis) with multifactored general intelligence tests as a predictor of school marks in English, mathematics, and in general average; to retest the Otis in a school environment that has changed since the test was formulated; to compare the subtests of multifactored tests with the whole and with Otis.

*Sample:*

205 grade 9 students at Cedarbrae Collegiate Institute in Scarborough. Data collected from 1968 to 1969.

*Methodology:*

Students given standardized tests; data on school marks collected from student record cards. Results tabulated by sex, branch, and program; bar graphs; correlations.

*Findings:*

1. Otis was generally a better predictor than SRA Primary Mental Abilities Test (PMA) or Differential Aptitude Tests (DAT); PMA was better than any of its own subtests and generally better than DAT.

2. PMA was a better predictor of business-commerce students' averages than was Otis (r was .05 higher for both raw scores and IQ); it was also superior in predicting mathematics grades of female students, 4-year students, and business-commerce students.

3 The Otis was a better predictor of marks in English than was PMA or DAT, although the PMA Verbal Meaning subtest rated highly.

*Conclusions:*

1 The Otis is overall the most useful test Other tests may be more useful when the sex, branch, or program of the students is known.

2. None of the tests has such high predictive validity that test scores alone should be used in determining a students' future.

*Tests Used in Research but not Included in Document:*

/Otis Quick-Scoring Mental Abil/ity Tests, Gamma; /SRA Primary Mental Abilities/ Test; /Differential Aptitude Test/s

Availability MF - $0 50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00412**

Hayball, Helen L.; Dilling, Harold John; Garcia, V.H.; Martin, R.F.
**-- Study of Students from Special Classes Who Have Been Returned to Regular Classes.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 26 p.

## SUBJECT

/MAINSTREAMING/. /Student/s with /behaviour/ /problem/s. /Elementary school/s. /Scarborough/
Effects on /academic achievement/, /psychological/ /adjustment/ and /social/ adjustment
MAINSTREAMING. /Perceptually handicapped/ students and /slow learner/s. Elementary schools. Scarborough
Effects on academic achievement, psychological adjustment and social adjustment

## ABSTRACT

*Type of Study:*
Comparative; Descriptive

*Purpose:*
To assess the success of special class students returned to regular classes, to assess the appropriateness of the grade placement recommended by the Special Education Department.

*Sample:*
53 of the 57 students in 39 elementary schools who returned to regular classes. 21 had been in opportunity classes (OC), 18 in classes for perceptually handicapped (PH), 13 in classes for students with behavioural problems (BP) and 1 from special reading (SR). Data collected June 1968 - June 1969.

*Methodology:*
IQ and achievement scores were collected. Marks obtained from classroom teachers; student was considered at grade level if within year of nominal grade level; teachers filled out personal and social adjustment inventory and social acceptance inventory; students answered short form questions on feelings about the regular class. Graphs.

*Findings:*
1. OC students performed below recommended grade level.
2. PH students performed at recommended grade level.
3. BP students performed at recommended grade level in /mathematics/, /science/, /history/, /geography/, and /social studies/. A majority were below grade level in language (54%), and in reading (69%).
4. The one SR student was at or above recommended grade level in all subjects.
5. OC students did better, relative to recommended grade level, on Stanford tests than in teachers' marks the following June. In language, 23.5% were at grade level according to the teachers, but only 18% according to Stanford test; the latter based on U.S. norms, usually inflates the achievement of Canadian students.
6. Teachers reported no significant rejection of reintegrated students by classmates.
7. Teachers reported no great differences among the reintegrated categories in their degree of personal and social adjustment. There were differences reported in the kind of adjustment made.
8. Students reported favourable feelings about their class. OC students reported the most favourably (excluding the one SR student).

*Conclusions:*
1. Grade level recommendations for PH and BP students seem sound.
2. OC students may often be placed in classes that they can not handle.

*Tests Included in Document:*
Self-made teacher's form for evaluating achievement and adjustment; How I Feel About My Class

*Tests Used in Research but not Included in Document:*
/Stanford Achievement Test/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00413**

Dilling, Harold John

-- **Test of Hypothesis : Decrease in Average Reading Achievement is Related to Decrease in Average Age.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 3 p.

## SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Elementary school/s
related to /age/ -- Study regions: /Scarborough/ -- Study examples: /grade 3/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Grade 3 students at 8 randomly selected schools. Data collected 1970.

*Methodology:*
Ages of sample supplied by principals and averages compared with average ages of grade 3 students in 1966-67. Changes in Gates-MacGinitie raw score averages for 1967-68 to 1968-69 and for 1968-69 to 1969-70 ranked and correlated to age changes. Table of correlation coefficients.

*Conclusions:*
Although there was a positive trend in the hypothesized direction, there is no statistically significant relationship between change in age and change in reading scores.

*Special Features:*
List of 6 other hypotheses concerning decrease in reading achievement as measured by standardized tests.

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00414**

**Dilling, Harold John**

**-- The Predictive Validity of Standardized Tests Used in Primary Grades : Report No. 2.**

**-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 24 p.**

## SUBJECT

/MARK/S. /Academic achievement/. /Grade 1/ /student/s
/Prediction/. Use of /standardized test/s: Dominion Group Test of Learning Capacity
MARKS. Academic achievement. /Grade 3/ students
Prediction. Use of standardized tests: Gates-MacGinitie Reading Tests
MARKS. Academic achievement. /Grade 2/ students
Prediction. Use of standardized tests administered in /kindergarten/: Watson Number- Readiness Test compared with Watson Reading-Readiness Test -- Study regions: /Scarborough/

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To compare the actual school marks of primary students with those predicted by standardized tests; to determine which standardized tests used in primary grades are the best predictors of academic achievement.

*Sample:*

328 kindergarten students, out of original 690, from 13 elementary schools in the seven inspectorates in Scarborough in 1965 who were still available for study at the end of grade 3 in 1969. Data collected 1965-1969.

*Methodology:*

School marks assigned by teachers were compared with scores on standardized tests. Tables.

*Findings:*

1. None of the tests used rated better than fair as a predictor of school marks. School marks, while not highly reliable, were more reliable than standardized tests.
2. Correlation between teachers' marks and standardized test scores was often higher within individual schools than across the sample as a whole.
3. Dominion Group Test of Learning Capacity (September, grade 1) was the most successful predictor of grade 1 teachers' marks.
4. Watson Number-Readiness Test total (end of kindergarten) was the most successful predictor of grade 2 teachers' marks; it was a more successful predictor of grade 2 non/mathematics/ marks than of grade 2 mathematics marks; and it was a better predictor of grade 2 /reading/ scores than was the Watson Reading-Readiness Test or either of its subtests.
5. Gates-MacGinitie Reading Test (October, grade 3) was the best predictor of grade 3 teachers' marks.

*Conclusions:*

1. One should be wary of predicting a student's future progress in school on the basis of any one indicator, standardized or other.
2. Standardized tests of some kind may be useful in comparing students from different schools. None of the standardized tests used in the study need be altogether abandoned.

*Tests Used in Research but not Included in Document:*

/Watson Reading-Readiness Test/; /Watson Number-Readiness Test/; /Dominion Group Test of Learnin/g Capacity, Primary; /Otis Quick-Scoring Mental Abil/ity Tests, Alpha; /Gates- MacGinitie Reading Test/s

Related Records: ON00398

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00415**

Dilling, Harold John
**-- Effects of a Remedial Reading Program in Grade Nine.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 19 p.

## SUBJECT

/READING ACHIEVEMENT/. /Student/s /grade 9/. /Scarborough/
  compared by /5-year/ and /4-year/ /program/s
  Effects of /remedial reading/ programs
  related to /academic achievement/ and /IQ/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To assess reading competencies of grade 9 students, evaluate a remedial reading program, and examine the relationship between academic and reading achievement.

*Sample:*
All grade 9 students (n = 1,577) in secondary schools in Scarborough. Subsample of 832 students taking /French/ was used to examine relationships between academic and reading achievement. Subsample of 113 students (E) in a remedial reading program in 3 schools were matched by reading ability with 120 control students (C) in 1 school. Data collected September 1966-June 1967.

*Methodology:*
Sequential Tests of Educational Progress (STEP), Reading Test, Form A, administered to all students in September. E students were given remedial reading instruction. STEP, Reading Test, Form B, administered to E and C students in May. Data on grade 8 reading achievement, IQ, and grade 9 marks in December and June were collected. Tables; t tests.

*Findings:*
1. 4-year students had lower median scores in reading achievement than 5-year students had, but many of the latter had reading problems.
2. /Reading ability/ correlated most highly with IQ, then with achievement in /English/ /literature/, general average, English /composition/, and /history/.
3. Both E and C students showed significant improvement in reading in May, but E students' gains were slightly greater.
4. Most E students improved their school marks; no C student did.
5. A higher percentage of E than of C students either failed or were required to attend summer school.

*Conclusions:*
The improvement of E students' marks, regardless of cause, is a positive contribution to their overall adjustment.

*Special Features:*
1. /Bibliography/, pp. 18-19
2. /Research review/, pp. 1-3

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress; /Gates Reading Survey/; /Otis Quick-Scoring Mental Abil/ity Tests, Gamma

*Notes:*
Follow-up in ON00432

Related Records: ON00432

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00416**

McLeod, H. Gordon; Dilling, Harold John; Stevens, Robert S.
-- **Project '70 : A Total Involvement Experiment in Teaching and Learning at North Bendale Junior School.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 46 p.

## SUBJECT

/JUNIOR SCHOOL/S. /Scarborough/
/North Bendale Jr. School/. /Curriculum/ subjects: /social studies/. /Ungraded/ /program/s. /Evaluation/ by /parent/s, /student/s, /teacher/s, and /volunteer/s

## ABSTRACT

*Type of Study:*
Descriptive; Action research

*Purpose:*
To test the hypothesis that staff's and students' /attitude/s and performance would be improved by the intensive study of a single topic, using external resources, carried out by students in /multiage/ /grouping/s under conditions allowing students and teachers great freedom of movement and choice within the given topic.

*Sample:*
Most K-6 students and staff at North Bendale Jr. School in Scarborough; about 100 parent volunteers; resource persons; visitors. Data collected during 1970.

*Methodology:*
Questionnaires were filled out by students and teachers before and after the 2-week program on Japan; teachers' and students' diaries; visitors' comments.

*Findings:*
1. Most students, teachers, volunteers, and visitors reacted favourably to the program, but many found it tiring.
2. Some parents reported an improvement in the students' behaviour at home and an increased interest in school and in Japan.
3. A minority of visitors suggested that nothing was really learned during the program and that /basic skill/s were neglected.

*Conclusions:*
1. Positive changes generally outweighed negative ones.
2. Primary-junior interaction was beneficial to both groups of students.

*Tests Included in Document:*
Self-made /questionnaire/s, pp. 34-46

*Notes:*
Subtitle on cover: An Experiment in Involvement

Availability: MF - $1.00

PROCESSED REPORT ON00417

Waters, A.H.

**-- Summary of Questionnaire Results on the New Ungraded Organization.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 5 p.

## SUBJECT

/UNGRADED/ SYSTEM. /Junior school/s. /Scarborough/
/Attitude/s of /parent/s, /student/s, and /teacher/s -- Study examples: /Cedarbrook Jr. School/

## ABSTRACT

***Type of Study:***
Descriptive

***Sample:***
Cedarbr[illegible]k Jr . School students (n = 690), parents (n = 529), and teachers (n = 28). Data collected 1970.

***Methodology:***
Data collected from self made questionnaire. About 50% of parents returned questionnaire. Analysis was done by principal of the school.

***Findings:***
1. All teachers favoured ungraded systems over graded systems. Parents were slightly more favourable towards the new system in June than in the previous September, although the average rating of system still ranged from 'neutral' to 'somewhat in favour.' Of the parents, 12% rated the system as excellent, 56% as good, 25% as fair, and 6.5% as unsatisfactory. Over 90% of students thought that the school was much different with the new system.
2. The new ungraded organization was credited with improving individual student /behaviour/ by 62% of teachers, while 29% saw no change, and almost 10% saw worsened behaviour. Opinion of class behaviour was evenly divided, with 29% thinking it improved, 29% considering it poorer. 58% of teachers felt behaviour in terms of the whole school had improved, while 21% felt it was poorer.
3. 90% of teachers and 49% of parents thought student /interest/ in the school had improved. 87% of students liked the group they were in, and 74% liked this year's group more than last year's.
4. 75% of teachers and 48% of parents saw improved student attitude towards /learning/, while almost all of the remainder saw no change. 85% of students felt they learned as much as last year, and 71% said they found it easier to learn this year. 53% of students seemed to enjoy changing classes; 73% felt it had helped them.
5. 81% of teachers and 74% of parents were satisfied with the quality of the student's work. The quality of /academic achievement/ was judged by 67% of teachers to have improved, by 22% to have lowered.
6. 82% of teachers and 69% of parents favoured 'reports plus /interview/s' as method of reporting student /progress/ to parents; 20% of the parents favoured the 'present /report card/' method.

***Conclusions:***
1. In general, the comments of respondents were favourable. The new ungraded system appears to have been accepted as a good thing or at least is being given more time to prove its worth.
2. Caution should be used in interpreting student responses, as they tend to agree with all positively stated questions.

***Tests Used in Research but not Included in Document:***
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00418**

Social Survey Research Centre - Le Centre d'Etudes Sociologiques
**-- A Study of the Attitudes of Parents in the Scarborough School System.**
-- Toronto : /Social Survey Research Centre/ for the /Scarborough Board of Education/, 1970. -- 41 p. in various pagings.

## SUBJECT

/PARENT/S. /Scarborough/
/Evaluation/ of /elementary school/s and /secondary school/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine parents' perceptions of, and attitudes towards, Scarborough's school system.

*Sample:*
Random samples of 524 parents, 226 fathers and 298 mothers, of students in both elementary schools and secondary schools in Scarborough. Data collected during October 1970.

*Methodology:*
/Interview/s by /telephone/. Tables, percentages.

*Findings:*
1. Generally parents considered Scarborough education average or above average for the province, were satisfied with the amount of /homework/ given, sex and /family life/ /education/, sports and /extracurricular/ activities, and felt that their own children were doing average or above average work.
2. 46% of parents favoured /ungraded/ /school/s while 30% opposed; 64% of those with children in ungraded schools approved.
3. A majority believed that there should be /rule/s regarding students' dress and opposed voluntary secondary school /attendance/.
4. About two-thirds had talked to their child's teacher during the past year. About 72% believed that they could take some action if their child received undeservedly poor marks.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00419**

Dilling, Harold John; Skinner, J.M.R.
-- **Student Perceptions of Guidance Services in Scarborough Secondary Schools.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 36 p.

## SUBJECT

/SECONDARY SCHOOL/S. /Scarborough/
  /Evaluation/ by /grades 10-13/ /student/s
  /Guidance/ personnel and guidance services. Evaluation by grades 10-13 students

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
16,389 students from grades 10-13 in all secondary schools in Scarborough. Data collected on November 10, 1970.

*Methodology:*
Questionnaire, dealing with students' perceptions of school in general, guidance personnel, guidance classes and services were answered anonymously by students during the first morning period. Tables.

*Findings:*
1. About half the students felt schools were educating them well; about 20% strongly disagreed. Younger students were more likely to agree.
2. About two-thirds of students had used guidance services.
3. A majority in each grade found guidance people honest, friendly, wanting to help; largest majorities in grade 13.
4. About 70% in each grade said that the guidance department 'can help' them. Most felt that guidance services were useful in /academic/ and /career/ areas but not in /personal/-/social/- /emotional/ areas. /Group/ guidance classes were not evaluated positively in any area.
5. Most students had 'no opinion' on whether /parent/s could easily communicate with school through the guidance department.

*Conclusions:*
1. Scarborough secondary students feel generally that guidance services meet their needs.
2. Aspects of the guidance program in those areas where students feel their needs are not being met need to be investigated further.

*Tests Included in Document:*
Self-made /questionnaire/, Appendix A

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto.

**PROCESSED REPORT** **ON00420**

Garcia, V.H.; Dilling, Harold John

**– An Evaluation of Scarborough's Special Classes.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1970. -- 32 p.

## SUBJECT

/HANDICAPPED/ /STUDENT/S. /Elementary school/s /Scarborough/
/Placement/ in /special class/es. /Attitude/s of /parent/s and /teacher/s
/ACADEMIC ACHIEVEMENT/. Handicapped students. Elementary schools. Scarborough
Effects of special classes

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To provide information on academic achievement, /personal/ and /social/ /adjustment/, and parental reaction of special class students.

*Sample:*

Random sample taken from 362 students (n = 102) with at least 2 years experience in special classes and who were representative of /behavioural/, /opportunity/, and /perceptual/ special classes. An additional 46 students in /multiply handicapped/ and special primary /opportunity class/es were included in the parental part of the survey. Data collected in 1970.

*Methodology:*

Data collected from teachers on grades and adjustment, from parents on adjustment and their attitudes towards the special classes. Self-made forms and inventories used. Tables; graphs; percentages.

*Findings:*

1. In opportunity classes, two-thirds of the sample (n = 76) were at the expected /grade level/ in terms of academic achievement; 25% were below this level; 7% were above. Only 15% of students in perceptual classes were at expected grade level; 85% were below (n = 18).
2. Both teachers and parents agreed that the children seemed happy in the special classes.
3. Parents very strongly agreed that their children's attitude towards school had improved and academic progress had been made since joining the special class. Parents (n = 148) very strongly disagreed with the idea that their children would have done just as well in /regular/ classes.
4. The majority of students in behavioural and perceptual classes and almost half of the students in opportunity classes spent part of the day in regular classes. Most did not engage in any /extracurricular/ /activity/ in the school.
5. Only about 1.2% of Scarborough students were in special /program/s.

*Conclusions:*

1. 'The stated aims of the various kinds of special classes are generally being achieved. In some cases, children who otherwise could not have been admitted to the public school system have been able to show sustained progress.'
2. Parents are strong supporters of the special classes program.

*Tests Included in Document:*

/Personal and Social Adjustment/ Inventory; 3 self-made forms measuring achievement and-or adjustment

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00421**

Harris, R.C.; Stevens, Robert S.

**-- Vocational Guidance Monographs : Media Effectiveness.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 9 p. ( -- Report ; 40)

## SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Secondary school/s. Scarborough
/Teaching aid/s: /book/s. /Evaluation/ -- Study examples: /grade 11/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare the effectiveness of 3 monograph series in terms of their ability to transmit /information/ to students in an interesting and informative manner.

*Sample:*

3 grade 11 classes from 3 Scarborough collegiates. Random selection from monographs in subject areas of /physical education/, /recreation/, and forestry. Data collected 1970.

*Methodology:*

Self-made questionnaire was administered immediately after the respondents read the monographs. The Canadian Census (CC) and Science Research Associates (SRA) series emphasized sheer weight of information, while the High News (HN) series emphasized a more appealing and pleasant format. Tables; percentages.

*Findings:*

1. All students recalled facts from all 3 monograph series equally well (range: 85-87.5% correct). No substantial differences existed with respect to subject of monographs or /sex/ of student.
2. Although the subjects for all 3 monograph series were the same, a higher percentage of HN readers (22%) said they had already read in that subject area, as compared with CC (8%), and SRA (12%). 40% of HN readers also said they had already considered either physical education or recreation as a /career/, compared to 28% and 25%, respectively, for CC and SRA readers.
3. 76% of CC and 74% of HN readers felt 3 areas of occupation were interesting compared to 64% of SRA readers.

*Conclusions:*

1. There are no significant differences in the effectiveness of the 3 monograph series in the transmission of information.
2. Findings with respect to /interest/ are inconsistent.
3. /Background/, /ability/, and innate student interest probably outweigh other factors influencing interest in these subject areas.

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00422**

Dilling, Harold John

-- **Progress of Scarborough Secondary School Graduates Enrolled in McMaster University, 1966-67 to 1968-69.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 7 p.

## SUBJECT

/GRADUATE/S. /Secondary school/s. /Scarborough/
Graduates attending /McMaster University/. /Academic achievement/

## ABSTRACT

*Type of Study:*

**Descriptive**

*Purpose:*

To examine the progress of borough students at /university/ and to provide /norm/s for educators.

*Methodology:*

University provided data on former secondary school, date of first application to university, general course description, year of enrolment, and academic results. Session results summarized and rates of progress through university determined by year of application-academic year correlation.

*Findings:*

1. 30 graduates of 9 borough schools were enrolled at McMaster in the 1966-67 year. Of these, 33% completed the year successfully; 10% were retarded in progress (representing 13% of students in year I).
2. In 1967-68, 29 graduates of 10 borough schools were enrolled. 76% completed the year successfully; 28% were retarded by one year (31% of year I; 33% of year II).
3. Of the 37 graduates of 12 schools enrolled in 1968-69, 62% completed the year successfully; 11% were retarded in progress (6% of year I; 7% of year II; 67% of year III).

*Notes:*

Related report ON00423 compares academic achievement of Scarborough graduates and all other students at McMaster University.

Related Records: ON00423

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00423

Dilling, Harold John

**-- Comparative Data from McMaster University Registrar's Reports Relevant to Data on Progress of Scarborough Secondary School Graduates Enrolled In McMaster University, 1966-1967 to 1968- 1969.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 6 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Graduate/s at /Scarborough/ /secondary school/s. /Student/s. /McMaster University/ compared with academic achievement of all McMaster students

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare the progress of Scarborough graduates at McMaster /University/ with McMaster norms.

*Sample:*

Total McMaster students 1967 (n = 3,770), 1968 (n = 4,138), 1969 (n = 4,809). Scarborough secondary school graduates at McMaster 1967 (n = 21), 1968 (n = 25), 1969 (n = 37). Data collected 1966-69.

*Methodology:*

Data from Registrar's office for all McMaster students compared with data for the subsample of Scarborough graduates.

*Findings:*

1. The /academic/ /failure/ rate was generally higher for Scarborough graduates than for the total sample.
2. The proportion of Scarborough graduates successfully finishing a year was generally smaller than for the total sample.

*Conclusions:*

It may some day be useful to make further comparisons, e.g., Christmas test results of Scarborough graduates and total sample.

*Notes:*

Related report ON00422 on academic achievement of Scarborough graduates at McMaster University 1966-1969.

Related Records: ON00422

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00424**

Dilling, Harold John; Stevens, Robert S.
**-- Perceptions of Parents Concerning Semester System at Stephen Leacock C.I.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 15 p.

## SUBJECT

/SEMESTER/ DIVISION. /Stephen Leacock C.I./ Scarborough
/Attitude/s of /parent/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To sample parents' awareness of newly introduced semester system and their assessment of the school.

*Sample:*
Random sample of 50 parents of grades 10-13 students at Stephen Leacock C.I. in Scarborough. Data collected during April 1971.

*Methodology:*
80 parents were sent questionnaires; 50 responded; responses were anonymous. Tables.

*Findings:*
1. Parents were generally aware of the semester system and supportive of that system and of education at Stephen Leacock C.I.
2. Parents generally reported that students' attitude towards school had improved since the change to the semester system.
3. A majority felt that students, if transferred, would have at least some difficulty adjusting to a program at another school.

*Tests Included in Document:*
Self-made /questionnaire/, pp. 13-14

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00425**

Dilling, Harold John

-- **Comparative Statistics on Pupil Retirements : Scarborough Secondary Schools 1964-65 and 1968-69.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 17 p.

## SUBJECT

/DROPOUT/S. /Secondary school/s. /Scarborough/
  /Age/, /employment/ and /sex/ compared by year of leaving school
  Age, employment and sex compared with that of /Ontario/ secondary school dropouts
/GRADUATE/S. Secondary schools. Scarborough
  Age, /certification/, employment, /postsecondary/ education, and sex compared by year of graduation
  Age, certification, employment, postsecondary education, and sex compared with that of Ontario secondary school graduates

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Students listed in Ministry of Education reports as having ceased to attend school in Ontario. Data collected for years 1964-65 and 1968-69.

*Methodology:*
Scarborough subsamples for the 2 years compared with province-wide samples and with each other. Tabulated by grade, sex, certificate if any, branch, destination, /program/. Percentages.

*Findings:*
1. The proportion of Scarborough school leavers with a certificate or diploma of some kind increased from 80% in 1965 to 84% in 1969, and remained above the provincial norm.
2. The number of Scarborough grade 13 graduates doubled from 1965 to 1969, but a smaller percentage went on to postsecondary education in 1969.
3. A smaller percentage of Scarborough school leavers went directly to work in 1969, a year of high unemployment, than in 1965.
4. Sex differences in percentages of grades 12 and 13 retirements had nearly disappeared by 1969.
5. The median age of both Scarborough dropouts and graduates decreased between 1965 and 1969.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00426**

Dilling, Harold John; Myrvold, R.
-- **Validation of the Otis-Lennon Mental Ability Test : Intermediate Level.**
-- Scarborough : /Scarborough Board of Education/, Research Dept. 1971. -- 10 p.

## SUBJECT

/IQ/. /Grade 9/ /student/s
/Test/s: Otis-Lennon Mental Ability Test compared with Otis Quick-Scoring Mental Ability Tests
/ACADEMIC ACHIEVEMENT/. Grade 9 students
/Mark/s. /Prediction/. Use of /standardized test/s: Otis-Lennon Mental Ability Test compared with Otis Quick-Scoring Mental Ability Tests -- Study regions: /Scarborough/ -- Study examples: /Sir Oliver Mowat C.I./

## ABSTRACT

*Type of Study:*
Comparative; Methodological

*Purpose:*
To compare the Otis-Lennon test (1967) to the older Otis Gamma (1939) test as to results, construct validity, and ability to predict academic achievement.

*Sample:*
All grade 9 students at Sir Oliver Mowat C.I. in Scarborough. Data collected from 1970-71.

*Methodology:*
Both tests were administered in fall 1970; school marks, English, mathematics, and general average were recorded at end of first and second terms. Correlations; standard deviations.

*Findings:*
1. Mean IQs from the two tests were similar (Otis Gamma 108.42; Otis-Lennon 109.54).
2. Otis-Lennon produced a larger standard deviation (10.80 against 8.33 for IQ; 10.08 against 7.54 for raw score).
3. Both tests measured relatively similar constructs ($r = 0.72$).
4. The Otis-Lennon was at least as good a predictor of school marks as the Otis Gamma.
5. Some types of Otis-Lennon scores were more accurate than others in predicting school marks of certain subgroups of students, as defined by age, sex, and program.

*Conclusions:*
1. It would be reasonable to replace the Otis Gamma Test with the Otis-Lennon Intermediate.
2. One should select the type of Otis-Lennon best suited to the student's subgroup.

*Tests Used in Research but not Included in Document:*
/Otis-Lennon Mental Ability/ Test, Intermediate; /Otis Quick-Scoring Mental Abil/ity Tests, Gamma

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00427**

Dilling, Harold John; Vernon, Ruth

-- **Evaluation of the Junior Kindergarten Program in Scarborough.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 14 p.

## SUBJECT

/JUNIOR KINDERGARTEN/S. /Scarborough/
Effects on /achievement/ of /student/s in /kindergarten/
/Evaluation/ by junior kindergarten and kindergarten /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
20 senior kindergarten (SK) teachers and classes, and 19 junior kindergarten (JK) teachers and classes from 14 elementary schools in Scarborough. About 75% of the students in SK had JK experience. Data collected from 1969-1971.

*Methodology:*
Questionnaires distributed; JK teachers asked to compare students at beginning and end of year; SK teachers asked to compare JK 'graduates' with the other students in their classes.

*Findings:*
1. JK teachers recorded positive changes, including reduction of non/verbal/ (2.8 down to 0.5) and /non-English speaking/ (3.5 down to 0.4) pupils per class.
2. SK teachers generally rated the JK graduates higher, but two agreed that children without JK experience soon catch up.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00428**

Strobel, J.; Stevens, Robert S.; Dilling, Harold John

**-- Drug Education Survey Grades 7 and 8.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 25 p. in various pagings.

## SUBJECT

/DRUG EDUCATION/. /Curriculum/ subjects. /Grades 7-8/. /Scarborough/
/Program/s. /Attitude/s of /parent/s, /principal/s, /student/s, and /teacher/s
/Teaching method/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To evaluate the effectiveness of a program of drug education taught as part of an overall /health/ program at the grades 7-8 levels.

*Sample:*

64 principals; 132 teachers in grades 7-8; 314 parents of children in grades 7-8; and 4,822 students in grades 7-8.

*Methodology:*

4 separate instruments devised for the 4 sample groups. All queried issue of drug use and awareness of and reaction to the drug education program.

*Findings:*

1. A majority of parents and students favoured more drug education.
2. 40% of the parents and 53% of the teachers favoured the introduction of drug education below the grade 7 level.
3. 88% of the principals, 92% of the parents, and 85% of the teachers reacted favourably to the program.
4. Teachers ranked the use of /film/s and discussion as the most effective classroom methods and these were used most often in class. Students confirmed the greater /effectiveness/ of these methods.
5. Although a majority of teachers and principals felt the program to be beneficial and-or effective, few believed that drug use in the school had declined.
6. 60% of the students believed drug use to be restricted to 0-5% of the school population. Teacher estimates averaged 2.5%; parent estimates averaged 15.2%.
7. Parental estimates of drug abuse were higher when the parent was unaware of the drug education program.
8. Almost all parents associated the word 'drugs' with evil and the destruction of mind and body.

*Conclusions:*

As most drug abuse seems to be in the 16-17 year range, it seems logical to introduce a general program at the grades 7-8 levels, although in particular cases it might be introduced earlier.

*Tests Included in Document:*

Self-made /questionnaire/s for principals, teachers, students, and parents.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00429**

Hayball, Helen L.

**-- Acceleration : Effects, Selection Criteria, and Factors Associated With Achievement.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 162 p. in various pagings

## SUBJECT

/ACCELERATED/ /STUDENT/S. /Secondary school/s. /Scarborough/

/Academic achievement/, /academic/ /aspiration/, /dropout/ rate and /postsecondary/ education compared with that of non-accelerated students

ACCELERATION. Students. /Elementary school/s. Scarborough

related to /age/, /IQ/, /sex/ and /socioeconomic/ /status/

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal

*Sample:*

480 students (A) who had been accelerated during elementary school career and who were still in the school system in 1969; 144 students (NA) whom principals would have considered for acceleration on the basis of grade 8 records in 1964-65. Data collected 1964-70.

*Methodology:*

Students' background data collected from school records; self-made questionnaire administered. A and NA students divided into successful-unsuccessful groups on basis of completing course without repeating a grade. Predictive value of acceleration selection criteria estimated. Achievement related to /ethnic/ /background/, socioeconomic status (SES), /home/ /environment/, achievement press, aspirations, /self concept/, and /attitude/s. Chi square and t tests performed. Percentage tables.

*Findings:*

1. Acceleration didn't affect achievement in terms of marks, failure or dropout rates or certificate obtained.
2. 'A' students more likely to be /underachiever/s by grade 9, to be in /4-year/ program, and to choose form of postsecondary education other than university.
3. Of criteria used for selection of A, IQ best predictor of future performance.
4. SES a significant factor in selection of A, but not in success or lack of success among A or NA students.
5. /Female/s and older students favoured in selection of A.
6. /Parent/s' and student's aspirations, self concept of ability, role models, and older /sibling/s with postsecondary experience were factors significantly related to A students' success.
7. NA students had higher educational aspirations. A students had higher SES and fewer mothers employed outside the home.
8. No differences between A and NA students on time spent on various activities, nor on kinds of activities. There were differences, however, between successful and unsuccessful students.
9. On open-ended questions, NA students made more comments, expressed feelings more clearly and were slightly more critical of the school system.

*Conclusions:*

Social maturity, adaptability in new situations, and initiative and innovativeness in school- related work should be considered along with academic ability and performance in selecting A students.

*Special Features:*

/Bibliography/ -- 31 items

*Tests Included in Document:*

Self-made /questionnaire/

*Tests Used in Research but not Included in Document:*

/Blishen's Socio-Economic Index/

*Notes:*

This study by the Research Department is the culmination of the longitudinal descriptive reports by C.S. Lougheed, Assistant Superintendent of Instruction. It is a companion volume to the Lougheed report and provides further data. Descriptive statistics were gathered by Lougheed from grade 8-grade 13. The research department was involved at the grade 12 (appendix E) and grade 13 (appendix F) level.

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00430**

Stevens, Robert S.; Dilling, Harold John
**-- Study of Grade 9 Students Who Attended Summer School in 1965.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 32 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Summer school/ /student/s. /Secondary school/s. /Scarborough/
  Subsequent academic achievement compared by /5-year/ and /4-year/ /program/s, /grade level/s, /IQ/, and /sex/
  Subsequent academic achievement compared with that of all Scarborough students -- Sample population: /grade 9/ students
/DROPOUT/ RATE. Students. Secondary schools. Scarborough
  Effects of summer school /attendance/ in grade 9 compared by grade levels

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To determine whether students benefit academically from summer school.

*Sample:*
95 grade 9 students from secondary schools in Scarborough who took 2 academic subjects in the summer of 1965. Data collected from 1965-1970.

*Methodology:*
Data collected on the students' subsequent academic averages, graduation-dropout rate, pass- fail rate, etc. This was compared with the average performance of all Scarborough students. Tables; percentages.

*Findings:*
1. In the specific subjects studied in summer school, gains made in summer 1965 were lost to a degree in subsequent grades. However, almost all averages remained above 50% and well above the regular grade 9 averages.
2. The overall subject average of the summer of 1965 students increased and remained high through grades 11-12; for Scarborough as a whole, the overall subject average declined.
3. Summer 1965 students later received their diplomas at a normal rate.
4. /Academic/ /failure/ rate for summer 1965 students was 1.4% (grade 11) to 22.7% (grade 13) above the Scarborough norm. Dropout rate was below Scarborough norm, except in grade 12.
5. Averages of summer school students for grades 10-13 were higher for /female/s than for /male/s, for 4-year than for 5-year students, and for medium IQ students than for high or low, except in grade 12.

*Conclusions:*
1. Summer school is assisting certain students.
2. Compared to all Scarborough students, a higher percentage of summer school attendees was required to attend subsequent summer schools.
3. Students who will benefit from summer school should be identified as early as possible.
4. If recent changes in the summer school program are proved effective, thought should be given to changes in the regular school program.

*Special Features:*
1 /Bibliography/ -- 11 items
2. /Research review/, pp. 1-2

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00431**

Scarborough Board of Education. Research Dept.

**-- Cedarbrook Junior Public School : Summary of Questionnaire Results on the Ungraded Organization -- 1970-71 and 1969-70.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1971. -- 8 p.

## SUBJECT

/UNGRADED/ SYSTEM. /Cedarbrook Jr. School/. /Scarborough/
/Attitude/s of /parent/s, /student/s and /teacher/s
Effects on /reading achievement/ and /academic achievement/ of students in /English/ /language/ and /mathematics/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
In 1969-70 (A): 687 students, 529 parents, and 28 teachers. In 1970-71 (B): 139 randomly selected students, 426 parents, and 28 teachers. Data collected 1971.

*Methodology:*
Self-made questionnaires administered to sample at end of both academic years (questionnaire in A compares ungraded with graded system; in B, 2 years of ungraded system compared). Standardized and teacher-made test results monitored. Gates-MacGinitie scores for Scarborough and for Cedarbrook Primary C and Junior C classes presented for 1968-69, 1969-70, and 1970-71. Primary C mathematics scores and Junior C Mathematics and English usage scores presented for 1969-70 and 1970-71. Percentage tables.

*Findings:*
1. 100% of teachers in A preferred ungraded system; 72% did so in B.
2. 58% of parents in A and 63% in B were favourable to the ungraded system.
3. 62% of teachers in A believed individual student /behaviour/ had improved. 68% noted no change between A and B.
4. 90% of teachers in A believed student /interest/ had improved; 32% noted no further improvement during B.
5. 85% of students in A and 96% in B liked school some or very much.
6. 73% of students in A felt changing classes had helped them; 52% in B had similar feelings.
7. Proportion of teachers who felt somewhat dissatisfied with calibre of academic achievement increased from 19% in A to 24% in B.
8. Parents satisfied with quality of students' work increased from 74% in A to 79% in B.
9. Proportion of teachers dissatisfied with checklist method of recording student /progress/ increased from 37% in A to 64% in B.
10. Gates-MacGinitie scores over three-year period declined in both borough and school. Junior C group slightly above norms, Primary C slightly below.
11. Primary C mathematics scores improved over two years of ungraded system, Junior C scores in mathematics and English usage declined slightly.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/; /Gates-MacGinitie Reading Test/; teacher-made English usage test and mathematics tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00432**

Dilling, Harold John; Hayball, Helen L.

-- **Effects of a Remedial Reading Program in Grade 9 : Follow-up to Grade 12.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 13 p.

## SUBJECT

/READING/. /Remedial/ /program/s. /Grade 9/ /student/s. /Scarborough/
Effects on subsequent /academic achievement/, /dropout/ rate, and /summer school/ /attendance/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To assess the long-term effects of a remedial reading program in increasing school /mark/s and decreasing failure and dropout rates.

*Sample:*
113 students from 3 secondary schools in Scarborough, and 120 controls from a 4th school, matched by reading scores on Sequential Tests of Educational Progress. Data collected 1967- 1970.

*Methodology:*
The experimental group had received remedial reading instruction in grade 9. The controls had received no special help. Data collected on school marks in each subject as well as final averages, failure-dropout rate, and summer school attendance for /grades 10-12/. Tables; percentages.

*Findings:*
1. The experimental group made greater gains in school marks from grade 9 to grade 10 and from grade 10 to grade 11. The control group made greater gains from grade 11 to grade 12.
2. The experimental group had a higher attrition rate at the end of grade 9, the control group at the end of grade 11; therefore, only the difference between grade 10 and 11 marks may be relied on.
3. Overall, the attrition rate was higher for the control group, as was the rate of summer school attendance.

*Conclusions:*
1. The remedial program is useful in preventing later failures and withdrawals, especially after grade 9.
2. The academic achievement and-or psychological gains made by grade 9 remedial students seem to carry into subsequent grades.

*Tests Used in Research but not Included in Document:*
/Sequential Tests of Education/al Progress

*Notes:*
Follow-up of ON00415

Related Records: ON00415

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00433**

Dilling, Harold John
-- **Seating Arrangement Preferences of Teachers and Students.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 22 p.

## SUBJECT

/FURNITURE/. /Classroom/s. /Elementary school/s and /secondary school/s
Arrangement. /Seating/ plans. /Evaluation/ by /student/s and /teacher/s -- Study regions: /Scarborough/ -- Sample population: /grade 4/, /grade 8/, and /grade 12/ students

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
287 teachers from schools under one area superintendent in Scarborough; I randomly selected class each of grade 4, grade 8, and grade 12 students from each of the 11 areas in the Scarborough school system (students n = 835). Data collected fall 1971.

*Methodology:*
Questionnaires with diagram of seven seating plans from 'Teacher's Desk' (Psychology Today, September 1971) answered by teachers and students. Tabulated by grade; percentages.

*Findings:*
1. Both teachers and students rejected the most /traditional/ plan (no. 3).
2. Teachers rejected the two most radical plans (no. 5 and no. 6); students rejected no. 6 and were ambivalent toward no. 5 (no teacher).
3. Both groups strongly supported no. 1 (teacher outside four small groups) and no. 4 (horseshoe, dominated by teacher). Many /primary grade/ teachers chose plan no. 7 (students in pairs; teacher moves freely).
4. Most teachers believed that, as students, they would prefer the same plan that they chose as teachers; students were ambivalent in comparing their own choices to what they would choose if they were teachers.

*Conclusions:*
Building design should accommodate plans no. 1 and no. 4. If primary classes are to be included, design should also accommodate plan no. 7.

*Special Features:*
I. /Literature review/, pp. 2-3
2. Bibliography -- 2 items

*Tests Included in Document:*
Self-made /questionnaire/, pp. 19-22

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00434**
Dilling, Harold John
– **Validation of Four Learning Capacity Tests (First-Year Pupils).**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 25 p.

## SUBJECT

/ACADEMIC/ /ABILITY/. /Grade 1/ /student/s
/Test/s. /Evaluation/. Comparison of Canadian Cognitive Abilities Test, Detroit Beginning First-Grade Intelligence Test, OISE Picture Reasoning Test, and Otis-Lennon Mental Ability Test

## ABSTRACT

*Type of Study:*
Comparative; Methodological

*Purpose:*
To determine which of four tests should replace the /Dominion Group Test of Learnin/g Capacity (DLC), Primary, as a grade I learning capacity test.

*Sample:*
Grade 1 students in Scarborough. Data collected November 1971.

*Methodology:*
Teachers' estimates of academic achievement recorded; tests administered to students; scores compared with each other, with previous grade 1 IQs, and with teachers' marks. Principals were asked to comment on tests. Tables; frequency distributions, percentile ranks.

*Findings:*
1. Canadian Cognitive Abilities Test (CCAT) and Otis-Lennon Mental Ability Test gave the most realistic scores in light of past mean IQ scores.
2. CCAT discriminated best (Standard deviation (SD) 17.72). SD for Otis-Lennon (13.53) was closest to that expected for grade 1 Scarborough students from past experience with other tests.
3. Except for the Detroit Beginning First-Grade Intelligence Tests (Detroit) all the tests seemed to measure similar constructs.
4. There were differences among schools in the correlations for any specific pair of tests.
5. All four tests predicted teachers' marks better than DLC Primary (and previously tried Otis Quick-Scoring Mental Ability, Alpha). OISE Picture Reasoning Test was slightly better than the other three ($r = 0.56$).
6. Principals had only negative comments about the Detroit, and mixed comments about the others. Some complaint about American content of Otis-Lennon.

*Conclusions:*
1. Otis-Lennon test should be used; CCAT might be used as a substitute by people well trained in interpreting results.
2. Finding no. 4 indicates that tests are measuring previous learning as well as mental capacity; the name and concept 'mental ability' test might well be dropped.

*Tests Used in Research but not Included in Document:*
/Canadian Cognitive Abilities/ Test, Primary 1, Form 1; /Detroit Beginning First-Grade/ Intelligence Test, revised; /OISE Picture Reasoning Test/, Primary, Form A; /Otis-Lennon Mental Ability/ Test, Primary 2, Form J; /Otis Quick-Scoring Mental Abil/ity

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00435**

Stevens, Robert S.
**– Evaluation at Stephen Leacock C.I.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 21 p.

## SUBJECT

/SECONDARY SCHOOL/S. /Scarborough/
/Stephen Leacock C.I./. /Schedule/s: /semester/ division. /Evaluation/ by /parent/s, /student/s, and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To evaluate the /attitude/s of students, teachers, and parents towards an experimental program which divided the school year into two 20-week terms, with students taking 4 subjects in each term, 75 minutes per subject daily.

*Sample:*
For first instrument, 61 students (representing a cross section of student population) and 19 teachers; for second instrument, 80 parents of students in grades 10-13, randomly selected (50 parents responded); for third instrument, 62 students in grades 9-13 and 40-50 teachers.

*Methodology:*
Self made questionnaires measuring attitudes were administered over the year. First sampling in November 1970; second in April 1971; third in June 1971.

*Findings:*
1. Students were favourable to the program by a margin of 5 to 1. Particularly popular was a mid-day period when all /learning/ was student directed. Negative reaction centred on length of periods.
2. Teachers also expressed favourable response by 5 to 1.
3. Parents were aware of the school program and 74% rated the school highly. Attitudes to Leacock were more favourable than those towards the schools attended the previous year. 60% of parents foresaw some difficulty in transferring their children to other schools.
4. 74.2% of students in the June sample reported a general increase in learning; 59.7% reported more awareness of concern for other people.
5. Students believed the school's ratings of the purposes of secondary education to be more in conformity with their own ratings than the ratings of society in general.
6. 76% of teachers also reported an increase of interest in learning.
7. Teachers felt that the atmosphere was more conducive to learning; that /skill/s, concepts, and factual material were more easily absorbed under the semester system; and that student efforts and attitudes had improved.
8. Areas of concern were decreased coverage of /course/s and increased demands on time.
9. 63.4% of teachers rated the semester system as superior to the traditional system.

*Tests Included in Document:*
Self-made /questionnaire/s for students and teachers

*Tests Used in Research but not Included in Document:*
Self-made questionnaire for parents

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Processed Report ON00436

Scarborough Board of Education. Principals' Curriculum Committee on Evaluation and Testing
**-- Survey of Opinion Regarding the Standardized Testing Program in Reading.**
-- Scarborough : /Scarborough Board of Education/, 1972. -- 16 p.

## SUBJECT

/READING ACHIEVEMENT/. /Grade 3/, /grade 6/, and /grade 8/ /student/s. /Scarborough/ /Testing/ program. Use of /standardized test/s: Gates-MacGinitie Reading Tests. /Evaluation/ by /principal/s, /superintendent/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To sample opinion on the /standardized testing/ program in reading (i.e., Gates-MacGinitie in grades 3, 6, and 8).

*Sample:*
96 principals, 109 subject chairmen, and 117 teachers from elementary schools in Scarborough; 7 area superintendents. Data collected March 1972.

*Methodology:*
Questionnaire sent to area superintendents, principals, and senior school subject chairmen; in K-6 and K-8 schools, principal distributed questionnaire to chairman and to one teacher in each division without a chairman. Tables; percentages.

*Findings:*
1. A majority believed some standardized testing was necessary (83.3% of principals).
2. 64.4% were 'somewhat satisfied' with the existing program, and 14% were 'very satisfied' ; 20.6% were 'somewhat' or 'very dissatisfied.'
3. Criticisms included desire for more optional tests, more /diagnostic/ tests, more Canadian tests (and-or norms), earlier and more frequent tests, more training in the use of tests; a chance to retest during the school year to monitor progress, and a breakdown of test results by skills.
4. Some principals and chairmen objected to machine scoring procedures.
5. Some respondents objected that the tests discouraged individualization, permanently labelled or categorized students, did not measure reading enjoyment, and were improper for /handicapped/ or /foreign born/ students.
6. A majority of respondents saw a need for similar surveys in /learning/ capacity (62.3% of total) and /mathematics/ (71.1% of total).

*Conclusions:*
1. Students should be retested at the end of grade 3 and grade 6, using alternate forms of the same tests.
2. Principal and teacher should be allowed to excuse seriously handicapped students from standardized tests, or at least from having test scores formally recorded.
3. Whether to use machine or manual procedures for scoring tests should be made optional.
4. The Reading Centre and Research Department should develop sample K-8 diagnostic reading test kits, including both standardized and locally-developed tests.
5. An annual reminder should be issued concerning the availability of /inservice/ education in the use of tests.
6. Similar surveys should be designated regarding mathematics achievement tests and learning capacity tests.

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00437

Dilling, Harold John; Ross, C.M.
-- 'Ins' and 'Outs' of Computer Test Scoring.
-- Scarborough : /Scarborough Board of Education/, 1972. -- 11 p.

SUBJECT

/TEST/S.
/Scoring/. Applications of /computer/s -- Handbook for teachers

ANNOTATION

Handbook contains the following information: preparation and presentation of computer tests; marking of computer cards; sequence in which computer cards must be returned to school office; computer's reactions to different kinds of errors in completing cards; pick-up and delivery schedules of cards and computer output; and interpretation of computer output on test results. Samples of/computer cards and two types of computer output are included.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00438**

**Hayball, Helen L.**

**-- Stereotypes : A Review of the Literature - Full Report.**

**-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 37 p.**

## SUBJECT

**/STEREOTYPE/S**

**Formation and counteraction**

## ABSTRACT

*Type of Study:*

**Discursive; Literature review**

*Purpose:*

To provide a general overview of the literature relating to sterotypes and to make recommendations regarding future research activities in this area.

*Methodology:*

Essay attempts to define stereotypes; reviews studies examining the process of stereotyping from /cognitive/, sociological, and psychodynamic perspectives; deals briefly with the multiplicity of factors influencing the content of stereotypes; and outlines educational strategies to combat rigid (i.e., harmful) stereotypes. Studies drawn from 1922-1971.

*Findings:*

1. Stereotyping is a natural and necessary cognitive tendency of man and becomes harmful only when stereotypes are based on insufficient knowledge and are resistant to change.
2. The content of stereotypes is influenced by /parental/ labelling, patterns of authority relationships within the /family/, media images, /peer/ /group/ ideas, and political and social conditions, both international and domestic.
3. The critical years in the development of stereotyping are from ages 3-8.
4. The rigidity of stereotypes and the tendency to stereotype could be reduced through the provision of factual information, a reduction in /anxiety/, and the developmentof rational, objective thought.

*Conclusions:*

The school system should foster tolerant attitudes through the implementation of: an enriched /social studies/ /curriculum/ geared to the dissemination of information on minority groups, /cultural/ exchanges, and expanded class discussion; a program to reduce stressful situations within the school (i.e., less emphasis on grades and examinations) combined with the direct use of therapeutic methods (i.e., group counselling); and a program to develop rational skills through the use of role playing and psychodrama in the lower grades and through the establishment of courses in logic and ethics at the senior secondary school level.

*Special Features:*

1. /Bibliography/ -- 34 items
2. Additional bibliography -- 4 items
3. 21 p. summary report published separately

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00439**

**Medd, Gary; Hayball, Helen L.; Dilling, Harold John**
**-- A Description of Foreign Born Students in One Scarborough Collegiate.**
**-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 56 p.**

## SUBJECT

**/IMMIGRANT/S. /Student/s. /Secondary school/s. /Scarborough/**
**/Attitude/s and /first language/**
**/Academic achievement/ related to /birthplace/**

## ABSTRACT

***Type of Study:***
**Pilot**

***Purpose:***
**To identify problem areas in characteristics and education of foreign born students as a prerequisite for planning /remedial/ programs to assist academic achievement and /social/ /adjustment/.**

***Sample:***
**197 foreign born students from a total /collegiate/ population of 1,346 (collegiate selected for its variety of socioeconomic student levels). Data collected 1971.**

***Methodology:***
**Data collected from student records and student and teacher questionnaires. 163 of 197 students completed questionnaire. Out of 3 teachers selected for each student, at least two teachers' completed questionnaire for each student. Tables; percentages; tests of significance.**

***Findings:***
**1. Language groups in sample: /English/ 43%, /Italian/ 16%, /German/ 10%, Other 31%. Sample averaged 58% male, 42% female; English and Greek groups were predominantly male.**
**2. Most recent arrivals in Canada were /Chinese/ and English from outside the United Kingdom. 59% of students had been in Canada for over 10 years, 24% from 5-10 years, and 17% less than 5 years. 46% had been in Canada since kindergarten.**
**3. Over 50% of Italian, Chinese, and Portuguese-Spanish students had /parent/s who did not speak any English. Of the 110 /non-English speaking/ students, only 7 said English was the language of their home.**
**4. Chinese and German groups had the highest average school /mark/s; students from England and Scotland the lowest. There was almost no significant correlation between /IQ/ and school marks or between /reading/ scores and average marks. For grade 6 and grade 8, the IQ-reading scores were all positive and significant.**
**5. About half of the Chinese, Italian, /Portuguese/, and /Greek/ groups had part-time /employment/, compared to 30% of the English group.**
**6. Students and teachers agreed closely on student /behaviour/ and academic achievement. 70% of students had liberal attitudes on /authority/. /discipline/, and school work, but felt that 51% of their parents had conservative views.**
**7 The average reading scores for most language groups in grades 3, 6 and 8 were at or above grade level. The only groups more than half a year below grade level were: grade 3 English (other), grade 6 Portuguese-Spanish and Italian, and grade 8 Italian and Scandanavian-Dutch.**

***Conclusions:***
**1. Three areas of causative factors appear to be: the /family/; school treatment of students; and level of /skill/s, /ability/; and /motivation/ of student.**
**2. A larger study should investigate these areas using different language groups and a control group of Canadian born students.**

***Tests Included in Document:***
**Two self-made /questionnaire/s**

**Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto**

**PROCESSED REPORT** **ON00440**

Scarborough Board of Education. Research Dept. ; Improvement of Reading Skills Committee
**-- Principals' Curriculum Study Committee Reading Survey.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1972. -- 12 p.

## SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Elementary school/s. /Scarborough/
related to /age/, /mobility/, /socioeconomic/ /status/, and /experience/ of /teacher/s -- Study examples: /grade 3/ and /grade 6/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To examine the reasons for the decline over the past five years of standardized reading scores, especially at the grade 6 level.

*Sample:*
717 students in grade 3 and grade 6 in 8 elementary schools; 646 grade 5 teachers; 356 grade 2 teachers. Data collected 1971-1972.

*Methodology:*
Two self-made information forms, one for students with scores recorded in grade 3 and grade 6 and one for students with scores from grade 6 only. Data collected on teacher experience, student IQ, reading scores, /housing/, and /language/ /problem/s. Tables; means; percentages; tests of significance.

*Findings:*
1. Grade 5 teachers had more years of experience teaching than grade 2 teachers; the latter had more experience at their own grade level.
2. Student mobility did not have any effect on reading scores.
3. Within grades, student age was not related to reading scores.
4. Socioeconomic status, as measured by housing, was not consistently related to reading ability at either grade level.
5. Schools with the highest percentage of students with language problems did not consistently have the lowest reading scores.

*Conclusions:*
1. Since the eight schools in this survey are not typical of Scarborough, no general conclusions can be drawn.
2. Of the assumptions tested, only the factor of teacher experience may be seen as having an effect on reading achievement, and that only in the area of /comprehension/.

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/s - Primary C, Vocabulary and Comprehension (grade 3) and Survey D, Vocabulary and Comprehension (grades 4-6)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00441**

Stevens, Robert S.; Dilling, Harold John

**-- Evaluation at Stephen Leacock Collegiate Institute.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 37 p.

## SUBJECT

/STEPHEN LEACOCK C.I./ /Secondary school/s. /Scarborough/
/Schedule/s: /semester/ division. /Attitude/s of /parent/s /student/s and /teacher/s
/Program/. Attitudes of parents, students, and teachers

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To sample student, teacher, and parent opinion on the school's semester system and its intramural program.

*Sample:*

78 grade 9 Leacock students and 130 randomly selected borough students. Random sample (n = 75) of Leacock students from all grades similar to sample in 1971 study. 69 Leacock teachers similar to sample in 1971 study. 55 parents in 1971 and 50 in 1973. Data collected 1971-1973.

*Methodology:*

Data collected from 4 self-made questionnaires. Tables; percentages.

*Findings:*

1. Although positive, 1973 student responses were not as positive as those of 1971 sample.
2. Teachers remained quite positive about benefits of semestering, their own responsibility, interest in learning and teaching, and the concern for others shown by staff and students.
3. Some teachers felt /workload/ (marking and preparation time) had increased, course coverage was less, and increased student /absenteeism/ created problems.
4. 1973 teacher group more positive in its /evaluation/ than 1971 sample: 20% more rated semester system as educationally superior to traditional system.
5. General parental reaction was positive. Most understood main characteristic of semester system (2-term year with reduced number of subjects), felt students were receiving good or excellent education, and that Leacock was better or much better than their previous school.
6. Both 1971 and 1973 results included /criticism/s of school, program, and staff. Many parents anticipated difficulty in event of transfer to another school.
7. 1973 responses included even more positive reactions than 1971 positive evaluation. Fewer parents expected transfer difficulties. There was a positive shift towards Leacock in terms of student enjoyment of classes and activities and parental satisfaction with student progress.
8. Majority of students in both 1971 and 1973 samples perceived themselves as showing more /responsibility/, greater concern for others, increased /interest/ in /learning/, and working up to capacity and better at Leacock than at their previous school. Favourable changes attributed to teacher personalities and new approaches.

*Conclusions:*

1. Student, staff, and parental attitudes indicate the Leacock system, combining semestering with other /innovation/s, has proven successful in its first 3 years of operation.
2. The apparent /flexibility/ of semestering suggests the system may be modified to satisfy specific criticisms.

*Tests Included in Document:*

4 self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00442**

Nolson, W.; O'Donoghue, B.M.; Livingstone, D.H.; Dilling, Harold John

**-- A Study to Show What Effect Test Writing Experience and the Use of Computer Scoring Cards Have on the Results of the Gates-MacGinitie Reading Tests : Survey D., Administered Borough- Wide in September, 1972.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 9 p.

## SUBJECT

/STUDENT/S. /Elementary school/s

/Reading achievement/ (Gates-MacGinitie Reading Tests). Effects of /computer/ized scoring cards and experience in writing tests -- Study regions: /Scarborough/ -- Study examples: /grade 5/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

117 students from 4 grade 5 classes with same IQ levels, divided into an experimental group (n = 61) and a control group (n = 56). Experimental group further divided into E1 (n = 35) and E2 (n = 26). Data collected 1972.

*Methodology:*

Battery of 5 /standardized/ /reading test/s was administered to the 2 experimental groups. Group E1 scored their answers on computer cards, while E2 used a test booklet. Control group received no practice in writing standardized tests. All groups were administered the Gates- MacGinitie Reading Tests, Survey D, in 1972 and used computer cards for scoring. Tables; standard deviations; t tests of significance.

*Findings:*

1. The combined experimental group averaged 12% more attempted answers than the control, a significant difference at .02 level. They also had about 9% more correct answers than control, but this was not considered significant. /Vocabulary/ and /comprehension/ showed even less difference.
2. The group with computer card experience (E1) had 13% more correct answers to the Gates- MacGinitie Reading Tests than E2, but given the small samples, it was not a significant finding. Extremely little difference was found for the 3 other subtests: /speed/, /accuracy/ (attempted), vocabulary, and comprehension.

*Conclusions:*

1. Achievement on the Gates-MacGinitie Reading Tests did not suffer noticeably from lack of practice in doing such tests, although the effects of practice could have been lost over the summer months, which intervened after the battery but before the Gates-MacGinitie tests.
2. Experience with computer cards gave the E1 group some advantage, but none was significant.

*Tests Used in Research but not Included in Document:*

/Gates-MacGinitie Reading Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00443**

Skinner, J.M.R.; Dilling, Harold John; McLoughlin, J.P.
-- **Community Survey of Adult Education Needs.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1973. -- 34 p.

## SUBJECT

/ADULT EDUCATION/. /Scarborough/
/Attitude/s and /need/s of residents

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
6,000 adults, out of 8,666 contacted in Scarborough's 10 wards, who responded to interviewer. Sample 83% /female/ due to daytime interviewing. Data collected 1973.

*Methodology:*
Data collected from self-made interview schedule. Tables; percentages.

*Findings:*
1. 41% of sample had taken at least one adult education evening course (AEC). 12% mentioned having taken 3 or more AECs.
2. Of those who had taken an AEC, 73% specified a general interest or leisure type course, 8% a course leading to a high school diploma, and 13% a mixture of the two.
3. Of those taking an AEC (n = 2,492), 87% finished the course, 9% did not.
4. Of the sample, 61% had received a copy of the Board's fall 1972 educational brochure on AECs, 26% had not.
5. 70% had received a copy of Centennial College's 'Night Out', 17% had not.
6. 77% had received a copy of the Recreation and Parks Dept.'s fall brochure, 10% had not.
7. 53% thought there was enough information in the Board's brochure, 1.5% thought not, 26% did not know, and 19% would not say.
8. 61% would be prepared to use 1-2 nights a week for AECs.
9. Of those who had decided, 92% and 97% respectively thought the hours for diploma and general interest courses were satisfactory. A similarly high percentage thought the dates for both types of courses were satisfactory.
10. Only 9% had any suggestions regarding the AEC program.

*Conclusions:*
There is no evidence of general dis/satisfaction/ with the present program.

*Special Features:*
Itemized suggestions, Appendix B

*Tests Included in Document:*
/Interview/ schedule, Appendix A

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00444**

Scarborough Board of Education
**-- Evaluation of Senior Public Schools.**
-- Scarborough : /Scarborough Board of Education/, Program Dept., 1973. -- 22 p.

## SUBJECT

/SENIOR PUBLIC SCHOOL/S. /Scarborough/
/Evaluation/ by /parent/s, /principal/s, and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assess advantages and disadvantages of the senior public school system after five years of operation in Scarborough.

*Sample:*
Grades 7-8 students at one senior public school; 250 parents (out of 450); small number of randomly selected senior public school (SPS) teachers and of collegiate principals and teachers receiving students into grade 9 from SPS.

*Methodology:*
A representative committee of principals, superintendents, assistant director, and research director examined original claims for senior public schools. Questionnaire distributed to 450 parents of grade 7 and 8 students. 55% responded. High School Personality Questionnaire given to selected students at /Charles Gordon P.S./ Selective teachers and principals interviews; personal /observation/s of SPS by committee. Graphs; means.

*Findings:*
1. Parents expressed general /satisfaction/ with almost all aspects of SPS education. Dissatisfactions included /French/ achievement and /lunchroom/ facilities. Higher satisfactions included students' /attitude/s towards /learning/, their sense of belonging in school, and general quality of education.
2. The committee supported the following claims for SPS: (a) /special/ized /facilities/ for /art/, /music/, etc., enabled presentation of more sophisticated programs; (b) partial /rotary system/ of teaching permitted fewer, more thoroughly prepared lessons; (c) higher teacher /qualification/s ensured superior instruction; (d) /reading/ scores of grade 8 senior school students were well above average; and (e) larger numbers of students of comparable age enabled development of higher quality athletic teams, bands, choirs, art clubs, etc.
3. Committee felt that change from schools including primary students was valuable for /social/ and /personality/ /development/.
4. Some collegiate institute principals and teachers noted that SPS graduates are more sophisticated in dress, dating, etc., adjust more easily; use the /library/ in research; are more outspoken but tend to identify with school more; and are more subject-oriented.
5. Disadvantages claimed by the board prior to the establishment of SPS were: (a) numbers of teachers involved with each class limited possibilities for /remedial/ reading, (b) longer distances to school forced more students to stay at lunch hour; and (c) there were hazards in possibly creating social and personal /adjustment/ problems for insecure or less-mature students.

*Conclusions:*
1. Evidence of /academic achievement/, social adjustment, and parental acceptance supports the continuation of the SPS program.
2. Negative aspects, including short term /student-teacher/ /relationship/s and some public downgrading of SPS, call for a continuous program evaluation.

*Tests Included in Document:*
Self-made parent /questionnaire/; /High School Personality/ Questionnaire

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00445**

Scarborough Board of Education. Mathematics Evaluation Committee
**-- Study of Mathematics Program.**
-- Scarborough : /Scarborough Board of Education/, Program Dept., 1974. -- 47 p. in various pagings.

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s. /Scarborough/ /Program/. /Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive; Discursive

*Purpose:*
To evaluate the mathematics program in Scarborough schools and to make recommendations for future research.

*Methodology:*
Description of mathematics program, grades K-13. Data collected from research, from the coordinator of mathematics, from teachers and principals on the Mathematics Evaluation Committee, and from Research Department. Data collected 1973.

*Findings:*
1. In a comparison between traditional and modern mathematics, the 1964 Russell study of Ontario grade 9 mathematics concluded that students were learning as much subject matter as formerly.
2. The mathematics /coordinator/ felt that many students graduated were lacking basic arithmetic skills needed in daily life, although not necessarily more than formerly, and that mathematics programs should be sequentially developed to enable students to achieve at their own level of ability and aptitude.
3. Evaluation Committee criticism included: (a) graduates from some schools lacked /basic skill/s since they had not taken the subject since grade 9; (b) the /credit system/ enabled some students to avoid mathematics and rendered certain career options impossible; (c) because more curriculum responsibility had been placed with the teachers, uniform /standard/s were more difficult to maintain.
4. Evaluation Committee recommended that students should continue studying mathematics until making a definite /vocational/ decision; adequate review should be provided at all levels; there should be periodic testing and frequent mental arithmetic practice; /problem solving/ and /computation/al skills should be fully developed; and parents and the business community should be informed of the vocational implications of course options.
5. 8 proposals for further research, with cost estimates, were set out by the Research Department.

*Special Features:*
1. /Bibliography/ -- 6 items
2. Intermediate Cyclical Review of Mathematics, grades 7-10, (Appendix A) - 9 p.
3. Proposal submitted for a Ministry of Education Grant in Aid of Educational Research, 1973- 74, (Appendix B) - 9 p.
4. Research Department projects from 1965 to 1974, (Appendix C) - 6 p.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00446**

Scarborough Board of Education. Research Dept. , Education Committee
-- **An Evaluation of 1973-74 Professional Activity Days plus Recommendations for 1974-75 - Public Schools.**
-- Scarborough : /Scarborough Board of Education/, Program Dept., 1974. -- 19 p.

## SUBJECT

/PROFESSIONAL/ /DEVELOPMENT/. DAYS. /Teacher/s. /Elementary school/s. /Scarborough/
/Attitude/s of /coordinator/s, /parent/s, /principal/s, /supervisor/s, and teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Random sample of elementary school students' parents (n = 286); teachers, principals, supervisors, and coordinators who submitted reports. Data collected 1974.

*Methodology:*
Random selection of parents' telephone numbers from enrolment files; self-made questionnaire completed from telephone survey. Data collected from reports submitted by teachers, principals, supervisors, coordinators and federations. Tables; percentages; graphs.

*Findings:*
1. Parents thought teachers spent PD Days as follows: preparing lessons, 15%; receiving additional training, 37%; working on school /planning/, 44%; taking a holiday, 2.3%; doing something else, 3%.
2. 79% of parents thought PD Days would benefit their children, while 21% disagreed. 80% endorsed the concept of PD Days.
3. The 12 PD Days held in 1972-73 were considered about right in number by 56%, too many by 41%. Most preferred full to half days.
4. Of parents concerned with scheduling, 80% favoured all public schools holding PD Days on the same dates.
5. Principals favoured PD Days for constructive inschool teacher activities and improved /parent-teacher/ /relationship/s.
6. Teachers appreciated opportunities for /inservice/ education, program planning, and improved and extended /reporting/ to parents. Most agreed PD Days should be organized on the basis of 2 days per subject.
7. In general, coordinators were satisfied with the inservice programs. However, a few coordinators felt PD programs were too diffuse, overloaded, and diversified to meet needs of disparate groups of teachers.
8. Teachers considered /class size/ and lack of funds or equipment the greatest obstacles to implementing ideas from inservice programs.

*Conclusions:*
1. From an educational point of view, public school PD Days are a success: occasional inconvenience to parents should be weighed against benefits to students.
2. Because of the complexity and resultant confusion of the 1973-74 PD Days plan, nine PD Days should be publicly /schedule/d for 1974-75, with additional time reallocated internally to provide for specific teacher inservice and program planning needs.

*Tests Included in Document:*
Self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00447

Disney, David M.

-- **A Planning Model to Develop an Economically Feasible Process for Grouping Public Opinion on Controversial Educational Issues : Parent Opinions on Teacher Professional Development Days.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1974. -- 45 p. in various pagings.

## SUBJECT

/SURVEY/S. /Attitude/s. /Parent/s. Schools
Mailed /questionnaire/s compared with /telephone/ /interview/s

## ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Sample:*
For telephone survey, 321 parents randomly selected from student enrolment files; 286 (89%) successfully contacted. For mailed survey, 14 randomly selected parents from each of 9 schools in 1 area; 67 (53%) responded. Data collected 1973-74.

*Methodology:*
/Time/, /cost/, and /accuracy/ factors of survey methods compared. Data analyzed to determine extent to which previously received telephone calls and letters to board reflected parent opinions. System model; percentages.

*Findings:*
1. Accuracy factors were modified according to survey method. Only parents with strong negative feelings mailed in questionnaire. Opinions were expressed more freely on paper than in direct contact, e.g., 56% of telephone responses designated 12 /professional/ /development/ days as about right, while 64% of mailed replies considered 12 too many. More /mother/s than /father/s were reached by telephone.
2. The telephone survey method was far superior to mailing in terms of speed and completeness of the response. The cost, excluding postage and envelopes used in mailing, was about the same for both methods.
3. Negative responses in questionnaires were consistent with previously received critical letters.

*Conclusions:*
1. The telephone survey technique is a viable, economically feasible method of gauging /public/ /opinion/ on controversial educational issues.
2. This simple technique can be widely applied throughout the educational system. Volunteers should probably be used at the individual school level.
3. It is critical that /information/ /need/s be identified and that a scientifically drawn random or stratified sample be used in order to produce valid conclusions.
4. Appropriately programmed computers can produce a random sample of any size simply and very rapidly.
5. The information system should be directly connected to the /decision making/ procedure, with surveys timed to meet information needs.
6. Knowledge of this procedure should be made widely available within the educational system to ensure frequent use in effective decision making.

*Tests Included in Document:*
2 self-made questionnaires, directions for telephoners

*Notes:*
Author was serving a 3-month internship with Scarborough Board as part of OISE's Ed.D. program in Educational Administration.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00448**

Scarborough Board of Education. Research Dept. ; Scarborough Principals' Association
-- **Survey of Opinion Regarding the Standardized Testing Program of Learning Capacity and Testing in Mathematics.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1974 -- 20 p.

## SUBJECT

/TEST/S. /Academic/ /ability/. /Student/s. /Elementary school/s. /Scarborough/
/Standardized Test/ing Program of Learning Capacity. /Evaluation/ by /department chair/men, /principal/s, /teacher/s, and /vice-principal/s
TESTS. /Mathematics/. /Curriculum/ subjects. Elementary schools. Scarborough
/Attitude/s of chairmen, principals, teachers, and vice-principals

## ABSTRACT

***Type of Study:***
Descriptive

***Sample:***
Principals (n = 96), vice-principals (n = 65), chairmen (n = 109), teachers (n = 111) from a representative sampling of primary, junior, and intermediate divisions. Percentage of sample groups responding to each question varies. Data collected 1972.

***Methodology:***
Self-made questionnaire administered. Data grouped according to noticeable differences in responses. Tables; percentages.

***Findings:***
1. 82% of principals and 77% of vice-principals felt Standardized Testing Program of Learning Capacity (STPLC) necessary; 51% of /primary grade/ chairmen and teachers did not agree; 67% of /junior grade/ and 74% of /intermediate grade/ chairmen and teachers were more in agreement.
2. 18% very satisfied with STPLC; 56% somewhat satisfied; 21% somewhat dissatisfied; and 3% very dissatisfied, ranging from 13.5% (principals) to 33% (primary chairmen and teachers).
3. For 11%, dissatisfaction with primary Otis-Lennon Mental Ability grade 1 STPLC related to content and-or format; while 15%, mainly principals, felt students too young for valid testing.
4. 90% used STPLC to compare /academic achievement/; 48% for /reporting/; 46% for streaming, /grouping/, and /placement/; 41% to compare school and borough averages; and 34% to compare student achievement with school average.
5. Criticisms of STPLC: inappropriate for some students, 82%; answer cards detrimental to performance, 53%; results caused inaccurate and permanent labelling of students, 53%; innate capacity not measured, 45%; machine scoring slow, 39%; borough percentile ranks unnecessary, 32%; standard deviations unnecessary, 28%; month of testing not appropriate, 27%.
6. 95% wanted optional teacher prepared and commercial tests in mathematics; only 59% wanted a standard borough mathematics testing program. Grades 1 and 7 considered least suitable for optional tests; grades 1, 2, and 7 for standard tests. Teachers favoured either year end testing or testing both at beginning and end of year.

***Conclusions:***
1. Standardized testing should be continued, with effort to locate more appropriate tests, particularly for primary grades.
2. /Handicapped/ children should be exempted from testing.
3. Optional sets of mathematics achievement tests should be selected or developed for use in grades 4-8 and sets of norms for these tests should be developed and made available to principals.

***Tests Included in Document:***
Self-made /questionnaire/

***Tests Used in Research but not Included in Document:***
/Otis-Lennon Mental Ability/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00449

Wideman, D. Mark

-- **Characteristics of School Leavers, Their Expressed Reasons for Leaving School, and Their Recommendations.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1974. -- 157 p.

## SUBJECT

/DROPOUT/S. /Secondary school/s. /Scarborough/
related to /grade level/s and /sex/
reasons for dropping out

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

From population of collegiate dropouts (n = 2,711) who gave one of four reasons for leaving (continuing education, /employment/, looking for job, or no reason stated), a random sample (n = 541) was selected. Sample selected by sex and each category in same proportion as in total population. Final sample of 315. Data collected 1974.

*Methodology:*

Data collected by interviews. Tables; percentages.

*Findings:*

1. Dropouts were 56% /male/.
2. 36% of dropouts were /grade 12/ students; an additional 24% were /grade 11/ students.
3. 90% had planned, upon entering secondary school, to complete grade 12 or grade 13; 51% had had a specific goal or career in mind.
4. 42% left without seeking school advice.
5. 96% left school voluntarily; 68% did not regret their decision to leave; 75% would not like to return to secondary school (22% would); 75% desired to take some other type of education; 75% had not returned to any educational program (24% had returned); 70% felt they had gained in some way by leaving school; 75% had told school personnel they were leaving for employment reasons; 23% recalled having had /problem/s in public school.
6. 59% expressed a general dissatisfaction with school; 51% said they left school because of problems with /academic achievement/ and school /placement/. Of this latter group (n = 162), 60% found school work difficult; 53% had fallen behind in their work; 28% blamed a weak educational background; 25% had taken the wrong course; and 12% found the /curriculum/ inadequate.
7. 17% felt schools should offer a greater variety and /choice/ of /course/s; 16% wanted more /freedom/, less /discipline/; 8% wanted more discipline; 14% wanted closer and better /student- teacher/ /relationship/s; 8% wanted better quality /guidance/; 11% felt nothing schools could do would reduce the number of dropouts; and 26% had no opinion.
8. 13% cited /family/ financial pressures; 58% mentioned poor relationships with teachers; 45% felt isolated and friendless; 22% were encouraged to leave by friends; 15% had conflict within the home; 37% left for other training; 28% for medical reasons, 11% for psychological reasons; and 18% in order to marry.

*Conclusions:*

1. While the real dropout rate is lower than expected (38%), it is even lower if the 9% continuing their education outside secondary school are excluded.
2. Educators should devise an attractive and beneficial program to encourage dropouts wishing further education to drop back into the system.

*Special Features:*

/Bibliography/ -- 7 items

*Tests Included in Document:*

Self-made /interview/ /questionnaire/

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00450**
Muth, Traute
**-- Study of the Impact of Research on Educational Decision Making : Perceptions of Co- ordinators.**
-- Scarborough : /Scarborough Board of Education/, Research Dept., 1974. -- 17 p.

## SUBJECT

/EDUCATIONAL/ /RESEARCH/
/Attitude/s of educators
/Utilization/ in /decision making/ by educators -- Study regions: /Scarborough/ -- Sample population: /Coordinator/s

## ABSTRACT

*Type of Study:*
Descriptive; Pilot

*Purpose:*
To assess attitudes towards research in general; to examine awareness of research in education; to inquire about the influence and use of research findings in the work of the educator; and to test the adequacy of the questionnaire.

*Sample:*
9 Scarborough coordinators. Data collected 1974.

*Methodology:*
Data collected with self-made questionnaire.

*Findings:*
1. Most coordinators felt they had some knowledge of research work and rated the importance of the researcher highly both in general and in education. All coordinators felt that research worked for rather than against them.
2. Research in general influenced many coordinators' specific educational decisions.
3. Influence of research from Scarborough's Research Department on decisions of coordinators was rated as somewhat low. Few specific examples of such influence could be recalled; other sources were more widely used.
4. Suggestions to improve the questionnaire included: query the respondent's knowledge about the Scarborough Research Dept. directly; list specific research so respondent can indicate areas of interest; make the questions short; and note that it is difficult to differentiate between 'little' and 'some'.

*Conclusions:*
1. While attitudes towards research appear favourable, opinions about the influence and importance of research in education appear less favourable.
2. Material on which decisions have been based should be examined to determine whether the Scarborough Research Department could provide such materials.
3. There should be a cooperative approach to the development of study proposals.
4. The questionnaire should be adjusted to make a clear distinction between Scarborough research and research in general.

*Special Features:*
1. Coordinator evaluation of questionnaire on research
2. Study proposal and questionnaire - Appendix A
3. List of educational decisions using research - Appendix B
4. List of coordinators' research proposals - Appendix C

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Report written as part of field training by a student in the Research Technician Program at Centennial College of Applied Arts and Technology.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00451**

Dilling, Harold John; Denny, George M.

-- **Alternatives to Existing and Established Models in Elementary Schools Survey, June, 1974.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1975. -- v, 52 p.

## SUBJECT

/PARENT/S. /Elementary school/s. /Scarborough/

/Attitude/s to /innovative/ /program/s, /alternative/ schools, /community/ schools and /traditional/ /school/s

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

Random sample of 341 parents of whom 303 (16% /male/s) responded to daytime /telephone/ survey and 188 out of the 303 returned questionnaire.

*Methodology:*

Random selection from all Scarborough elementary school enrolment files. Parents polled by telephone; questionnaire mailed to all contacted. Responses coded, key-punched, and summarized by computer. Tables; percentages; t test of significance.

*Findings:*

1. Opinions of Scarborough education had changed slightly in 4 years (1970 results shown in parentheses): 26% (23%) thought it better than that in other Ontario areas; 44% (49%) about the same; 8% (3%) not as good; 22% (25%) did not know. An increased 5% wanted more /homework/ and 8% more /extracurricular/ /activities/. While only 31% of sample had experience with /ungraded/ schools by 1974, 442% (46%) thought them good; 37% (30%) disagreed; 25% (24%) were not sure.
2. 64% were pleased with Scarborough schools; 36% had /criticism/s.
3. Responses to question on strictness at home on a 10-point scale, 10 being extremely strict, showed average rating of 6%.
4. Community schools at elementary level, with heavy parental involvement, were favoured by 63%; only 34% favoured special subject elementary schools. 68% favoured an /enrichment/ school for /gifted/ /student/s, but only 35% favoured experimenting with innovative programs and experimental organizational structures.
5. 57% favoured a more highly structured school with firmer /discipline/, high /academic/ /standard/s, emphasis on /basic skill/s, grading, enclosed /classroom/s, standardized /dress/.
6. Responses to mailed questionnaire significantly reinforced emphasis on structure and expressed concern for more: community involvement and use of school facilities; student /choice/ of essay topics; formal /student-teacher/ /relationship/s; social and extracurricular school activities.

*Conclusions.*

1. Out of 19 possible dimensions for a highly structured school, 9 are favoured by most parents, 6 are considered too formal, and 4 are satisfactory in their present form.
2. Individual /principal/s should consider using a mailed questionnaire to assist in /decision making/ in their own school communities.

*Special Features:*

/Bibliography/ -- 2 items

*Tests Included in Document:*

2 self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00452**

Sprumont, Barbara L.; Stevens, Robert S.; Dilling, Harold John
-- **Evaluation of an Alternative Organizational Structure at L'Amoreaux Collegiate Institute.**
-- Scarborough : /Scarborough Board of Education/, Research Centre, 1975. -- 63 p.

## SUBJECT

/L'AMOREAUX C.I./ /Secondary school/s. /Scarborough/
/Administration/, /educational/ /facilities/, /program/s, and /teaching method/s. /Attitude/s of /student/s and /teacher/s.

## ABSTRACT

*Type of Study:*
Methodological; Descriptive

*Purpose:*
To determine the adequacy of /instrument/s designed to measure the attainment of goals in an experimental high school and to indicate base line data for continuing /evaluation/ of school /objective/s.

*Sample:*
All students and staff at L'Amoreaux Collegiate (n not given). Data collected 1974.

*Methodology:*
5 self-made questionnaires administered to students and staff. Items designed to ascertain attitudes, perceptions, and sense of well being and to indicate subject area choice, teaching conditions, awareness of goals, use of facilities, /decision making/ patterns, and degree of internal /communication/s. Factor analysis used to determine adequacy of two student questionnaires. Adequacy of staff questionnaires estimated informally, as the small staff size and large number of items precluded factor analysis. Means calculated on 5-point response scale. Tables.

*Findings:*
1. Student questionnaires were generally successful in measuring objectives. Correspondences between factors and original objectives ranged from imperfect to adequate to perfect.
2. Instruments were generally adequate for determining outlines of: the extent of /individualized/ /study/; the use and evaluation of facilities; the extent of /interdisciplinary/ /activities/ and /planning/; the variety of teaching methods used; and the patterns of decision making.
3. Instruments failed to reveal enough detail on: types of student-teacher contacts; student activities; activities within and between departments.
4. Moderately positive responses were made on items measuring: student perceptions of staff; students' sense of belonging; academic ability; and teachers' feelings of security and self worth.
5. Discrepancies between student and teacher perceptions were apparent, particularly on frequencies of evaluative feedback.
6. Majority of students believed L'Amoreaux allowed them /freedom/ to proceed at their own pace at their own level.
7. 56% of students reported difficulty budgeting time; 37% believed themselves to be working below capacity.
8. Teachers believed the school's organization and class format allowed more interdisciplinary activities and methodological /flexibility/.
9. In most areas, decision making involved a great variety of personnel.
10. There was a high level of staff awareness of the school's objectives.

*Conclusions:*
Direct /observation/ and /interview/ing should be undertaken to provide detailed information in a number of areas.

*Special Features:*
Appendices include: study objectives; school objectives; item groupings related to factors and objectives

*Tests Included in Document:*
5 self-made /questionnaire/s for students and staff

Related Records: ON00580

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00453

Ellis, Dormer

-- **Survey of Policies and Research Pertaining to Programmes for Brighter Children in the Schools of Metropolitan Toronto.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1962. -- 81 p.

SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s and /secondary school/s. /Metropolitan Toronto/
/Acceleration/
/Enrichment/ /program/s

ABSTRACT

*Type of Study:*
Descriptive; Discursive; Bibliography

*Methodology:*
Questions about effectiveness of programs for gifted children answered with reference to findings of studies conducted in Metropolitan Toronto (Metro) municipalities. 66 articles, studies and texts on gifted children listed; abstracts presented for 38 most fruitful items. Purpose, selection criteria, and organization of programs in 7 Metro municipalities and in one Roman Catholic school presented. /Age/-grade statistics presented.

*Findings:*
1. Studies concerning the effect of acceleration in elementary school on secondary school /academic achievement/ inconsistent.
2. No objective evidence on effectiveness of enrichment programs.
3. With increasing student age upon /university/ entrance, pass rate declines and /dropout/ rate increases.
4. Selection and training of /teacher/s for gifted programs haphazard and limited.
5. Students accelerated at secondary level do not suffer academically.
6. The younger the high school graduate, the more likely is a college education.
7. /Underachievement/ among gifted students related to /self concept/, home situation, /attitude/ toward school and /culture/.
8. Acceleration and /segregation/ not detrimental to social and personal development.
9. No agreement onoptimum /grade level/ for acceleration.

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

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**PROCESSED REPORT** **ON00454**

Stevenson, H.W.

-- **Elementary School Admission Practices : A Survey of Relative Research and Theory.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1963. -- 20 p.

### SUBJECT

/STUDENT/S. /Elementary school/s
/Early/ /admission/ -- /Literature review/s -- /Research review/s

### ANNOTATION

Proposed Ontario legislation which would give permission to any board to admit students for first time in second term of school year gave rise to this /discursive/ study of research, theory, and practice relevant to early admission to elementary schools. In particular, it looked at the question as to whether /age/ of entry has had any bearing on immediate and subsequent /progress/ in school.

Research on /readiness/ for /learning/ is discussed, including differing /maturation/ rates among all children, /sex difference/s in maturation, and a study in 1930s in U.S. to determine optimum age for beginning /reading/. This section concludes that entrance age policies and beginning reading programs must be flexible and adjustable to children, not to teachers, buildings, or taxpayers.

A review of entrance age practices points out gradual lowering of /compulsory/ and /permissive/ ages for entrance. Most common practice is chronological age. Several flexible plans have been introduced to cope with such problems as: /individual difference/s, mental age, /IQ/, /sex/, social maturity, demands of parents for early entrance, and demands of teachers for small age spread. Early admission and testing programs as in Brookline, Mass., Evanston, Ill., Minneapolis, Minn., and Nebraska state are discussed. The report touches on the problem of midyear /promotion/s and concludes that experience shows that admission of underage children in second term would not be educationally or financially sound. Experiments in Etobicoke (/ungraded/ primary) and Scarborough (early reading program) are briefly mentioned.

Conclusion raises several important questions for municipalities considering early admission; educational implications for present program and effect of school success; ability, culture, and environment; sociological implications; societal expectations; need for new programs; costs; limited nature and inconclusiveness of present research on subject. A 27-item /bibliography/ is included.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00455**

Zimmerman, A.J.

-- **A Survey of Educational Research in Metropolitan Toronto : Studies Conducted by Metropolitan Area Boards, Completed or In Progress in the Period Sept. 1, 1961 to June 30, 1963.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1963. -- 39 p. ( -- /MTERC distributed report/ ; 3)

## SUBJECT

/EDUCATIONAL RESEARCH/. /Metropolitan Toronto/
conducted by /boards of education/

## ABSTRACT

*Type of Study:*

Descriptive; Annotated bibliography

*Sample:*

Administrative officers of 10 public school boards in Metropolitan Toronto. Data collected 1963.

*Methodology:*

Interviews conducted with administrative officers. Descriptive data tabulated. 92 studies undertaken by the various boards, including unpublished projects for specialist certification in /guidance/, organized by field of study. Annotations.

*Findings:*

1. 35% of studies were experimental, 58% were survey, and 8% were philosophical.
2. 60% of studies dealt with /elementary school/ problems, 38% with /secondary school/s.
3. 44% of studies in /curriculum/ field concerned with /English/ /language/, 15% with /arithmetic/.
4. 22 studies dealt with more than 500 students.
5. 29% of studies used /standardized test/s.
6. 29 studies were in field of /achievement/ and /progress/, 28 in /administration/, 10 in child psychology, 27 in curriculum, 23 in guidance, 16 in measurement, and 25 in methodology (some concerned with more than one field).

*Special Features:*

1. Cross index by topic and study number
2. List of MTERC membership

*Tests Included in Document:*

/Ontario Educational Research/ Council Interview Checklist

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00456**

Ellis, Dormer; Gill, Mohindra P.

-- **A Survey of Opinions Concerning Promotion Policies and Practices in the Secondary Schools of Metropolitan Toronto.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1964. -- 162 p. in various pagings. ( -- /MTERC distributed report/ ; 4)

## SUBJECT

/ACADEMIC/ /PROMOTION/. /Student/s. /Secondary school/s. /Metropolitan Toronto/

Policies and practices. /Attitude/s of /counsellor/s, /department head/s, /principal/s, /teacher/s and /vice-principal/s

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

1,759 teachers, 544 department heads, 40 guidance counsellors, 42 principals, and 43 vice- principals (representing an overall response of 61%) in 72 junior high schools, collegiates, and commercial, technical, and composite schools in 10 Metropolitan Toronto municipalities. Data collected fall 1963.

*Methodology:*

Self-made questionnaires delivered to schools. Responses analyzed by modified chi-square procedure, based on percentage distributions, and classified by board, type of school, and position of respondent. Tables.

*Findings:*

1. Little agreement within schools on what existing practices were. Teachers and principals often gave conflicting responses; in only 14 schools did the principal, vice-principal, and guidance head agree as to whether school had a generally accepted practice or tradition.
2. Meaning of 'conditional' promotion varied, the most common being that student would be put back if work in higher grade was unsatisfactory. Students rarely, if ever, put back.
3. Procedures for deciding promotion or non-promotion of individual students varied; 96% believed such decisions should be collective.
4. 93% agreed that promotion should depend on achieving minimum academic /standard/s.
5. Little approval for /remedial/ classes, but /enrichment/ /program/s approved as alternative to /acceleration/.
6. Large majority rejected: chronological /age/; social or physical /immaturity/; poor /attendance/, attitude, health, or work /habit/s; or problems with /English/ as a /second language/ as valid reasons for non-promotion of borderline cases.
7. Transfer to another course or stream was preferred to /grade repetition/.

*Special Features:*

1. /Bibliography/ -- 14 items
2. Separate summary -- 10 p.

*Tests Included in Document:*

Self-made /questionnaire/

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

*PROCESSED REPORT* **ON00457**

Wilkins, C.J.

**-- A Study of Reading in the Schools of Metropolitan Toronto, Part I : Evaluation of Reading Tests in Use in June 1964.**

-- Toronto: /Metropolitan Toronto Education/al Research Council, 1964. -- 190 p. in various pagings.

## SUBJECT

/STUDENT/S. Schools. /Metropolitan Toronto/
/Reading achievement/ and /reading readiness/. Tests. /Evaluation/
/Reading disability/. /Diagnostic/ tests. Evaluation

## ABSTRACT

*Type of Study:*

Methodological; Descriptive

*Sample:*

5 reading readiness tests, 16 reading achievement tests, and 9 diagnostic reading tests. Data collected 1964.

*Methodology:*

Data on tests secured from reading consultants and supervisors at Metropolitan Toronto boards of education. Test evaluation outline sheets developed to indicate: title, grade levels, forms, publisher, reviewer and publication, manual, purpose, structure, content, administration and scoring, interpretation of scores, virtues, defects, summary, standardization, norms, reliability, and validity. Titles and brief notes in body of report; evaluation sheets for individual tests included in appendices. Standard system of reading competency evaluation outlined.

*Findings:*

Many tests exhibited serious weaknesses such as: overemphasis on measuring word knowledge; failure to measure understanding of grammatical relationships; failure to test what is taught; superficial technique; lack of technical data to support claims of validity; reliability coefficients calculated on extremely small sample.

*Conclusions:*

Uniform system of evaluation should have base of group tests of reading achievement, should test /oral/ and /listening/ /skill/s in early grades, should test at 4 most strategic levels (grades 1, 3, 6, and 9), and should be developed in close consultation with teachers.

*Special Features:*

1. /Bibliography/ -- 18 items
2. Appendix A: Analysis of tests of reading readiness, 25 p.; Appendix B: Detailed evaluations of tests of reading achievement, 91 p.,p.; Appendix C: Detailed evaluations of diagnostic reading tests, 50 p.

*Tests Used in Research but not Included in Document:*

30 /reading test/s

Availability: MF - $1.00

**PROCESSED REPORT** **ON00458**

Ellis, Dormer

-- **Second Progress Report to the Metropolitan Toronto Educational Research Council re : The 'Acceleration Study' of 1961-62 Grade 13 Students.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1964. -- 14 p. ( -- /MTERC distributed report/ ; 1)

SUBJECT

/ACCELERATION/. /Student/s. Schools
-- Study regions: /Metropolitan Toronto/ -- Study examples: /Grade 13/

ANNOTATION

Report is the text of an address delivered to MTERC in December 1964, giving an overview of /problem/s, procedures, and preliminary findings of a study on acceleration involving statistical analysis of data derived from a large group of accelerates and non-accelerates. Discussed are: previous studies of acceleration programs; variables involved in deciding on optimum /grade level/ for acceleration; variability of grade combinations and selection criteria, and the difficulty of defining a grade 13 student, given the variability of grade 13 admission policies and of grade 13 program combinations. As data analysis had not been completed at time of writing, only emerging trends, rather than hard findings, are outlined.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00459**

Trott, Vernon

**-- What Research Says About the Effect of Class Size on Scholastic Attainment.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 12 p. in various pagings. ( -- /MTERC distributed report/ ; 5)

**SUBJECT**

/CLASS SIZE/. Schools
related to /academic achievement/ of /student/s

**ANNOTATION**

Report contains brief quotations from a number of studies dealing with optimum class size from the period 1958-63. Included are long excerpts from articles in The Bulletin of the National Association of Secondary School Principals and from the I.A.R. Research Bulletin, Columbia University. /Bibliography/ of 9 items.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00461**

Metropolitan Toronto Educational Research Council
-- **Some Characteristics of Your 1961-2 Grade 13 Students.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 37 p.

## SUBJECT

/STUDENT/S. /Grade 13/. /Toronto/
/Academic/ /ability/, /academic achievement/, /individual/ /characteristic/s, /postsecondary/ plans and /socioeconomic/ characteristics

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
1,085 (628 /male/, 457 /female/, Toronto Board of Education students who enrolled in grade 13 for the first time in 1961-62 and who had spent their school lives within Metropolitan Toronto schools. Data collected 1963-64.

*Methodology:*
Information collected from schools' cumulative record folders included data on: /family/ /size/, /parent/s' /occupation/s, academic aptitude, /age/, /sex/, /progress/ through grades, school transfers, achievement in grades 12 and 13, and immediate destination. Frequency and percentage distributions tabulated.

*Findings:*
1. Male students outnumbered female, 3 to 2.
2. 83% were born in Canada, 10% in Europe, and 5% in Great Britain.
3. 75% were /Protestant/, 8% /Roman Catholic/, 6% /Greek Orthodox/, 10% /Jewish/, and 1% Other (Buddhist, Mohammedan, Hindu, etc.).
4. Over half were either only children or had only 1 /sibling/. 18% came from families of 4 or more children.
5. Very few fathers in labouring or unskilled occupations; housewife the most common occupation for mothers.
6. Comparison with all grade 12 students in the province showed 36% of sample scored among top 20% of the provincial group on /verbal/ sub/test/s of Scholastic Aptitude Test for Ontario; on /mathematical/ subtests, 39% were in the top 20%.
7. Incidences of /early/ /admission/ extremely rare. 5% of the females and 21% of the males had repeated 1 or more grades. /Acceleration/ more common for females than males.
8. Grade combination was the most common mode of acceleration. /Grade repetition/ was less common than acceleration, with grade 12 being the most likely grade to be repeated.
9. Very few students transferred into Toronto schools from other Metro boards of education.
10. 53% had grade 12 averages between 55-64%. 11% had averages above 75%, and 9% had averages below 55%. 27% received Ontario Secondary School Graduation /Diploma/s, 51% were entitled to the 5-optiondiploma; 20% were not eligible for a diploma.
11. 48% failed to qualify for the Ontario Secondary School Honour Graduation Diploma. Of the 569 students who received diploma, 496 qualified for university admission and of these students, 404 were eligible for honours courses at university. /Ontario Scholarship/s earned by 86 students.
12. 23% of the students who failed grade 13 returned for a second year. In 1962-63, 40% of sample were in university, 23% were in other postsecondary institutions and 15% were /employed/.

*Tests Used in Research but not Included in Document:*
/Scholastic Aptitude Test/, Ontario edition (SATO); /Canadian Algebra Test/, Ontario Edition; /Canadian Test for World Histor/y, Ontario Edition; /Canadian Latin Test/, Ontario Edition; /Hollingshead and Redlich Inde/x of Social Position

*Notes:*
Originally a private report available only to officials of the /Toronto Board of Education/

Related Records: ON00593

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00462**

Semple, S. Wynton

**-- A Survey of French in the Elementary Grades in Metropolitan Toronto, Part I -- Public Schools.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 260 p. in various pagings. ( -- /MTERC distributed report/ ; 7A)

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s. /Metropolitan Toronto/
/Program/s

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

Academic officials (n not given) designated by MTERC representatives of each board of education within Metropolitan Toronto.

*Methodology:*

Interview questionnaire developed to elicit data on: organizational structure of French programs; characteristics of programs; staff arrangements; degree of elementary-/secondary school/ liaison; /teaching aid/s; procedures for /evaluation/, recording and reporting; and response of professional personnel and /parent/s. Officials interviewed. Tables. Quotations in Appendix.

*Findings:*

1. 10 of 11 systems within Metro Toronto operated elementary French programs. Involved were 198 schools, 38,545 students and 252 teachers.
2. 5 systems indicated plans to extend programs in 1965-66.
3. 7 systems correlated French with other subjects.
4. 2 systems offered French only to students in /enriched/ or advanced courses; 2 systems operated pilot projects only; 6 systems offered French to all students in grades for which French was scheduled.
5. Only 2 systems utilized legal maximum time of 100 minutes per week for French instruction.
6. Programs were essentially /oral/; /reading/ and /writing/ invariably introduced by Christmas in grade 8.
7. 20-30 minute periods were favoured, with timetable compensation achieved primarily by deducting time from other subjects.
8. Great variation in teaching aids used and in testing, recording, and reporting procedures.
9. Shortage of /teacher/s retarded extension of programs in large systems.
10. Elementary-secondary liaison procedures were haphazard.

*Conclusions:*

Channels for communicating information and ideas should be created between different area boards and between public and separate boards.

*Special Features:*

1. Elementary French syllabuses used by boards of education in Metro Toronto
2. Outline of Dept. of Education summer French course for teachers (1965)
3. List of personnel in charge of French programs at each area board
4. Texts of reports to MTERC by Chairman of French Study re: progress and proposals for further action and study

*Tests Included in Document:*

Self-made /interview/ schedule

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00463**
**McKenzie, Paul B.**
**-- A Comparative Study of Greater Cleveland Mathematics Project and Patterns in Arithmetic Series.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 60 p. in various pagings. ( -- /MTERC distributed report/ ; 9)

## SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s
Programs: Greater Cleveland Mathematics Project compared with Patterns in Arithmetic -- Study regions: Metropolitan Toronto -- Study examples: Grades 1-6

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
2 classes in each of grades 1-6 in each of two schools. Data collected 1964-65.

*Methodology:*
Greater Cleveland Mathematics Project (GCMP) was used in grades 1, 3, and 5 in school A and in grades 2, 4, and 6 in school B. /Patterns in Arithmetic/ (PIA) was used in grades 1, 3, and 5 in school B and in grades 2, 4, and 6 in school A. Purposes and materials were outlined to teachers, although no formal /inservice/ program was instituted. Teachers completed appraisal forms at the end of each term; teachers with double grades who were involved with both programs submitted special reports. School /principal/s observe programs during normal supervisory duties, and /observation/ team visited classrooms occasionally. Difficulties summarized by grade.

*Findings:*
1. Students and teachers using PIA experienced fewer difficulties.
2. Teachers were critical of GCMP's approach to /problem solving/.
3. Teachers believed a formal inservice program was necessary for the proper utilization of GCMP, a belief shared by principals and the observation team.
4. GCMP had more extensive resources and was more adaptable.
5. Principals and the observation team believed PIA more naturally lead into the mathematics course taught in grade 7.

*Conclusions:*
1. The two schools should continue using PIA in 1965-66, and three additional schools should begin using the series.
2. No further student involvement with GCMP at present.
3. An inservice program in new mathematics should be implemented using a number of ideas from GCMP.
4. General statements answering questions about the new mathematics should be prepared for parents.

*Special Features:*
1. Principals' and double grade teachers' reports
2. Teachers' reports by grade from end of fall and spring terms

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00464

D'Oyley, Vincent R.; Gibb, David; Nizami, F.

-- **Annotated Bibliography of Literature Related to the Tests Constructed by the Department of Educational Research, Ontario College of Education, University of Toronto.**

-- Toronto : /University of Toronto/, Ontario College of Education, Dept. of Educational Research, 1965. -- 29 p. ( -- /MTERC distributed report/ ; 10)

SUBJECT

/TEST/S

Developed by /Ontario College of Education/, University of Toronto. /Evaluation/

ABSTRACT

*Type of Study:*

Annotated bibliography

*Purpose:*

To provide test constructors, users, reviewers, and researchers with information about use of tests constructed by Department of Educational Research (DER), Ontario College of Education.

*Methodology:*

Studies making reference to DER tests surveyed; listing taken from theses, reports, journals, newspapers, individuals, and reports or theses submitted for certification by Guidance and Auxiliary Branches of Ontario Department of Education. Annotations provided for all writings up to end of 1963. Tests Index lists tests under: /Intelligence/ and /Academic/ Aptitude; /Reading/ and /Vocabulary/; /Mathematics/; Other Tests and Related Materials; Ontario Department of Education, Grade 12 Departmental Tests. DER tests to which no reference found in the literature listed in Appendix.

*Special Features:*

Author Index

Availability: MF - $0.50

**PROCESSED REPORT** **ON00465**

**Holmes, M.W.**

**-- Report on Children with Perceptual Learning Difficulties.**

**-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 53 p.**

## SUBJECT

/SPECIAL CLASS/ES. /Elementary school/s. /Metropolitan Toronto/
/Perceptually handicapped/ /student/s. /Program/s and /teaching method/s

## ABSTRACT

*Type of Study:*
Descriptive; Discursive

*Purpose:*
To review operations of special classes funded by the Metropolitan Toronto School Board and operated for children with perceptual difficulties.

*Sample:*
5 /teacher/s of special classes in 4 Metropolitan Toronto municipalities; 4 supervisory officials. Data collected 1964-65.

*Methodology:*
Self-made questionnaires administered to teachers in fall 1964 and spring 1965. Informal discussions held with officials. Data presented in descriptive tables.

*Findings:*
1. 34 children suffering a variety of physical, emotional, and social handicaps attended the 5 classes. IQs were in range 60-133.
2. Teachers used up to 11 /diagnostic/ tests.
3. Program structured to meet specific needs. Sequential /tutoring/, /individualized/ instruction and modified /Cruickshank-Kephart/ methods used.
4. Most beneficial special /equipment/ were study /cubicle/s and gymnastic apparatuses.
5. Improvements noted in cooperation, self control, independence, muscular coordination, speech, and academic work.

*Conclusions:*
1. The Metropolitan Toronto School Board should continue funding special classes and research on handicaps.
2. Uniform diagnostic testing pattern should be established.
3. /Inservice/ programs should be established for special class teachers.
4. /Regular/ class teachers should be made aware of /behaviour/ characteristics of children with perceptual difficulties.
5. Care should be taken to ensure that perceptually handicapped children with IQ over 90 receive adequate attention.

*Special Features:*
1. /Bibliography/ -- 9 items
2. 12 case studies prepared by teachers
3. Report on /workshop/ sponsored by Dept. of Education and Ontario Association for Children with Learning Disabilities

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00466**

Ellis, Dormer

**-- A Study of the Relationships Among Scholastic Aptitude Scores and Some Measures of Academic Achievement in the Senior Grades of Secondary Schools in Metropolitan Toronto.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 39 p. (-- /MTERC distributed report/ ; 12)

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 13/. /Metropolitan Toronto/
  related to /academic/ /ability/ (Scholastic Aptitude Test, Ontario Edition and academic achievement in grade 12)
/DROPOUT/S. Grade 13. Metropolitan Toronto
  Academic ability (Scholastic Aptitude Test, Ontario Edition and academic achievement in grade 12)

## ABSTRACT

*Type of Study:*

Methodological; Descriptive

*Sample:*

1,970 males and 1,380 females in grade 13 for the first time during 1961-62 academic year who had been in grade 12 during 1960-61. Data collected 1965.

*Methodology:*

Student information obtained from school records. Measures of grade 12 aptitude and achievement were: average grade 12 marks; scores on provincial departmental tests; scores on /verbal/ subtest of Scholastic Achievement Test, Ontario Edition (SATO); scores on SATO /mathematics subtest/; and academic aptitude scores derived from equally weighted SATO subtest scores. Measures of success in grade 13 were: course completion, regardless of success (retention); obtaining Ontario Secondary School Honour Graduation Diploma; qualifying for university entrance; number of papers attempted, passed, and passed with honours; and average grade 13 marks. Each grade 12 measure related to each criterion of grade 13 success, to post- grade 13 destination, and to achievement in individual grade 13 subjects. Each student classified as being in lowest to top fifth on each grade 12 measure. Frequency distributions and correlation coefficients tabulated.

*Findings:*

1. No measure useful in predicting retention.
2. Relationship existed between each grade 12 measure and all other criteria of grade 13 success.
3. Academic ability score more highly related than either verbal or /mathematical/ aptitude score alone to: receiving diploma; qualifying for /university/; and number of papers attempted, passed, and passed with honours.
4. Grade 12 average /mark/s most highly related to criteria in no. 3 above and to /occupation/ in autumn following first year as grade 13 student.
5. Grade 12 departmental Algebra test best predictor for success in grade 13 mathematics; SATO - verbal score best predictor for success in grade 13 /English/; departmental /Latin/ test best predictor for success in grade 13 Latin and /French/; grade 12 average best predictor for success in grade 13 /science/s and /history/.

*Conclusions:*

Grade 12 average the best predictor of grade 13 success.

*Tests Used in Research but not Included in Document:*

/Scholastic Aptitude Test/, Ontario Edition; /Canadian Test for World Histor/y, Ontario Edition; /Canadian Algebra Test/, Ontario Edition; /Canadian Latin Test/, Ontario Edition; Grade 13 Departmental Examinations

*Notes:*

Included with study: Ellis, Dormer. -- Predicting Grade 13 Success from Grade 12 Measures of Aptitude and Achievement. Paper presented to MTERC, February 23, 1966. (Originally) published separately

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00467**

Ellis, Dormer

**-- A Brief Account of the Origin, Purposes, Organization and Activities of the Metropolitan Toronto Educational Research Council.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1966. -- 12 p. in various pagings.

## SUBJECT

/EDUCATIONAL RESEARCH/. /Metropolitan Toronto/

Organizations: Metropolitan Toronto Educational Research Council

## ABSTRACT

*Type of Study:*

Descriptive; Historical

*Methodology:*

Metropolitan Toronto Educational Research Council (MTERC) is discussed in terms of: origin, purposes, membership, research projects, publications, meetings, financial support, employees, and current status.

*Findings:*

1. Purposes of MTERC included: collection and dissemination of research information; coordination of research activities within Metropolitan Toronto; ascertaining research needs and designing programs and structures to meet them.
2. Each area board was represented by two members; /Ontario Institute for Studies/ in Education was represented by one member.
3. Research projects undertaken by MTERC revealed duplication of studies within the Metropolitan area and diversity of data collection procedures.
4. MTERC reports were for public sale, for distribution to member boards only, or for use of an individual board.
5. Chairmanship and meeting locations rotated among member boards.
6. Council expenses were met by per pupil levy on member boards.
7. Research staff was hired as needed; executive assistant and typist were employed part-time.

*Special Features:*

1. List of MTERC publications
2. List of senior academic officials of member organizations
3. MTERC membership list

*Notes:*

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00469**

Wilkins, C.J.

-- **Research Departments Established by Boards of Education in Ontario.**

-- Toronto : /Ontario Educational Research/ Council, 1966. -- 60 p.

**SUBJECT**

/RESEARCH DEPARTMENT/S. /Boards of Education/. /Ontario/
/Organization/ and functions

**ABSTRACT**

*Type of Study:*
Discursive

*Purpose:*
To present material on research functions and structures in Ontario as a guide for boards considering the establishment of research departments and as an aid to reappraisal of existing research establishments.

*Sample:*
3 heads of research departments (RD); 2 heads of research groups; /administrator/s of 5 boards; teachers polled by presidents of 3 main professional teachers' organizations. Data collected May 1964.

*Methodology:*
Interviews conducted with research heads and administrators; questionnaire administered to teachers. Existing research establishments discussed in terms of: /objective/s and functions; organizational problems; /staff/ selection; /cost/s; accommodation; origin and nature of projects; reactions of /teacher/s and administrators; communications; mutual responsiveness of departments and systems.

*Findings:*
1. At inception, RDs seen primarily as aids to administrative /decision making/; with evolution, RDs became concerned with instructional staff and /community/.
2. While a pattern is discernible during an RD's organizational stage, there is no established or dominant form of organization once establishment is complete.
3. Establishment of RD leads to readjustment of relationships among other departments.
4. RDs tend to be responsive to the system by nature of service function; system is responsive to RD mainly via teachers.
5. Teachers desire to be involved but rarely feel informed about research purposes and findings.
6. Researchers and administrators believe only limitations to research activities should be time and system needs.
7. /Size/ of research establishment corresponds to different purposes and trustee support, rather than size of system.

*Conclusions:*
1. Selection of directing staff is the most difficult and important step in RD development process.
2. RD communications should be improved, particularly with teachers and community.
3. Close control of RD resource allocation must be maintained as myriad functions could each become full time.

*Tests Included in Document:*
/Interview/ schedules for administrators, teachers, and research heads

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00470**

Holmes, M.W.

-- **Report on Children with Perceptual Learning Difficulties.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1966. -- 53 p. ( -- /MTERC distributed report/ ; 13)

### SUBJECT

/SPECIAL CLASS/ES. /Perceptually/ /handicapped/ /student/s. /Elementary school/s. /Metropolitan Toronto/ /Evaluation/

### ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To review the operation of classes for students with perceptual difficulties.

*Sample:*

5 special classes: 1 in /East York/, 1 in /Etobicoke/, 1 in /Forest Hill/, 2 in /North York/. Data collected fall 1964-May 1965.

*Methodology:*

Two teacher questionnaires administered through supervisory officials; discussions held with supervisory officials. First questionnaire covered: number of students, selection and diagnosis, /teacher/ /qualification/s, physical aspects of classroom, and cooperation with /parent/s. Second questionnaire covered: pupil /adjustment/, pupil /progress/, teacher evaluation, and parent reaction.

*Findings:*

1. On past survey: 34 children with perceptual difficulties were receiving special education in /regular/ /classroom/s; IQ range 60-133, median 92; wide range of problems (physical, social, emotional, and brain damaged). Tests used for diagnosis: Stanford-Binet Intelligence Scale; Wechsler Intelligence Scale for Children; Bender Gestalt Test for Young Children.
2. On second survey: IQ range 60-116; and a wider selection of tests was used. Satisfactory /teaching method/s were: /Cruickshank-Kephart/, sequential /tutoring/ in group and class, individual programs, use of /cubicle/s to minimize distraction.
3. Student /attitude/ and /behaviour/ improved; muscular coordination important; /speech/ improved as students relaxed; /academic/ work improved.

*Conclusions:*

1. No student should remain longer than two years in special class; students should be re- integrated into regular class when ready.
2. Classrooms should be planned and decorated with minimal distractions; use of cubicles helps concentration.
3. Uniform teaching pattern needed in Metropolitan Toronto.
4. Students with the same range of ability should be placed in the same classes.
5. Students with perceptual impairment should not be labelled as behavioural problems or slow learners.
6. Metro should support and evaluate perceptually handicapped classes.

*Special Features:*

1. 12 selected case studies based on reports by classroom teachers
2. /Kershaw, Joan/. -- 'Observations from the Ontario Association for Children with Learning Disabilities Workshop, August 9-13, 1965.' -- pp. 39-47. -- (report of four lectures by /Kephart, N.C./)
3. /Bibliography/ -- 9 items

*Tests Included in Document:*

Self-made open-ended /questionnaire/s, pp. 3-12

*Tests Used in Research but not Included in Document:*

/Stanford-Binet Intelligence Scale/; /Wechsler Intelligence Scale/ for Children; /Bender Gestalt Test/ for Young Children

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00472

Fish, Donald, G.

**-- A Survey of Further Educational and Career Opportunities for Graduates of the Four-Year Arts and Science High School Program.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, Advisory Committee, 1966. -- 82 p. ( -- /MTERC distributed report/ ; 15)

SUBJECT

/GRADUATE/S. /4-Year/ /program/s. /Secondary school/s. /Metropolitan Toronto/
/Employment/ and /postsecondary/ /education/. /Attitude/s of /counsellor/s and employers

ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Over 300 guidance counsellors, personnel directors and representatives of corporations, institutions, and counselling services. Data collected May 1966.

*Methodology:*
Personal and /telephone/ /interview/s conducted with sample. Information presented for: full- time study in secondary schools, universities and colleges, public institutions, trade schools, corporations, and government departments and agencies; part-time study by correspondence and lecture and as supplement to on-the-job training; employment in finance, merchandising, industry, commerce, construction, transportation, government and public service, and personal services.

*Findings:*
1. Public criticism that 4-year program leads nowhere damaging to attitude and morale of students.
2. /Community college/s most likely source of further education although university not completely closed to graduates of 4-year program.
3. Most personnel directors believed background in 4-year program acceptable for numerous positions.
4. Some organizations preferred /Arts and Science/ graduates.
5. Main negative characteristic of graduates mentioned was youthfulness or lack of /maturity/.
6. Many directors reported poor showing by students at employment interview.

*Conclusions:*
1. Great number of further educational and employment opportunities available for graduates of 4-year program.
2. Instruction in job search techniques and interview procedures should be given to students.

*Special Features:*
1. List of organizations and institutions providing information
2. Names, addresses, and telephone numbers of employment contacts

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00473**
Ginters, A.
**-- A Study of an Instrument for Teacher Screening of Pupils Re : Perceptual Handicaps.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1966. -- 66 p. ( -- /MTERC distributed report/ ; 16)

## SUBJECT

/PERCEPTUAL/ /HANDICAP/S. /Student/s. /Kindergarten/s
/Screening/. /Test/s -- Study regions: /Metropolitan Toronto/

## ABSTRACT

*Type of Study:*
Methodological

*Sample:*
41 kindergarten teachers in schools in 8 Metropolitan Toronto municipalities screened 1,744 students. Data collected 1966.

*Methodology:*
Teachers used 11-item instrument developed by Metropolitan Kindergarten Screening Committee to Identify Children with Motor-Perceptual Difficulties. Each item described /behaviour/ related to perceptual handicaps. Battery of standardized tests administered to students identified on 3 or more items; some boards with small identified populations tested students identified on 1 or 2 items. Of 379 identified students, 158 were tested with variety of test combinations. Item analysis by frequency distribution, test scores, diagnostic categories, and age. Tables of means, standard deviations, and correlation coefficients.

*Findings:*
1. Large variations among different boards in proportion of students identified.
2. The few students who were identified on only 1 item and who were tested scored generally lower than those identified on 2, 3, or 4 items.
3. Students identified on 3 or 4 items scored consistently higher than those identified on 1 item or more than 6 items.
4. 50% of students identified on 1, 3, or 4 items had no perceptual handicap.
5. 3% of students identified on more than 6 items were not perceptually handicapped.
6. Analysis of most items showed no dependable pattern.

*Conclusions:*
1. Neither number of items nor use of any given item provides adequate basis for screening.
2. Teachers need training in screening techniques in order to diminish variations in perceptions.

*Special Features:*
6 reports from psychologists

*Tests Included in Document:*
Teacher Screening Instrument; Psychologists' Report Forms

*Tests Used in Research but not Included in Document:*
/Stanford-Binet Intelligence/ Scale; /Frostig Developmental Test/ of Visual Perception; /Kephart's Motor-Perceptual/ Survey; /Gessell Copy Forms/; /Wepman Auditory Discrimination/ Test; Goodenough /Draw-A-Person Test/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00474
**-- A Survey of the Destination of Graduates, Four-Year Arts and Science Program, 1966 : Secondary Schools in the Metropolitan Toronto Area. Compiled by Guidance Services Dept., /North York Board of Education/**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 9 p.

## SUBJECT

/GRADUATE/S. /4-year/ /program/s. /Secondary school/s. /Metropolitan Toronto/
/Employment/ and /postsecondary/ education

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
970 students who were the first to graduate from the 4-year /Arts and Science/ Program. Data collected 1966.

*Methodology:*
Data on employment and educational status and other activities collected. Frequency and percentage tables.

*Findings:*
1. As of November 1966: 54.1% of graduates had enrolled in some type of educational program; 39.5% had found employment; 1.4% were unemployed; .2% were travelling; 4.3% could not be traced.
2. 20.6% were enrolled in secondary school programs; 15.8% were in community colleges or institutes of technology; 8.2% were in technical or trade programs; 1.4% had enrolled in U.S. colleges; 1.3% were in business colleges; 1.3% were in art courses; 5.5% were in a variety of other courses.
3. 23% found /clerical/ jobs; 4.2% were in /business/ or financial positions; 3.9% were in field of transportation and /communication/; 3.6% in /service/ occupations; 1.6% were in proprietary or managerial positions; 2.1% had jobs in mechanical or manufacturing industries.

*Conclusions:*
Graduates of the 4-year program do have educational and /occupational/ /opportunities/ and do take advantage of them.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT
Ellis, Dormer
**-- The M.T.E.R.C. : An Account of Its Activities and Accomplishments.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 30 p. in various pagings.

ON00475

SUBJECT

/EDUCATIONAL RESEARCH/. /Metropolitan Toronto/
Organizations: Metropolitan Toronto Educational Research Council

ANNOTATION

Report gives an overview of the activities of the Metropolitan Toronto Educational Research Council (MTERC) from its establishment in October 1961 to its dissolution in August 1967 upon the reorganization of the educational structure in Metro. Discussed are: MTERC's role in collecting, interpreting and disseminating research information; its role in coordinating Metro area research; and its role in research planning. The background to publication of various reports is described, and distribution policies and procedures are outlined. Included are lists of: 16 studies commissioned by MTERC; 9 studies reproduced and distributed by MTERC; senior academic officials of member organizations in 1962 and 1966; voting representatives of member organizations; invitational members; representatives of associated organizations; research assistants; and office assistants.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00476**

Kong, Shiu L.

-- **Educational Use of Computers : An Annotated Bibliography.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 59 p. in various pagings.

SUBJECT

/COMPUTER/S

/Application/ in /education/ -- Annotated bibliography

ABSTRACT

*Type of Study:*

Annotated bibliography

*Purpose:*

To examine the status of relationships between computers and education.

*Methodology:*

Journal and newspaper articles on educational uses of computers taken from the period 1961-66 classified under: computer based instruction and educational technology; programs teaching computer understanding and basic skills; test development and scoring; /scheduling/ and course assignment; student accounting; computer applications in research; /information/ /storage/, organization, and /retrieval/; organization and administration of computer systems; finance, payroll, and inventory accounting systems; and the development of /computer science/ as a discipline. Annotations kept to a minimum.

Availability: MF - $1.00

PROCESSED REPORT ON00477
-- **Educational Use of Computers : A Kaleidoscopic View. Edited by Shiu L. Kong**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 44 p.

SUBJECT

/COMPUTER/S
  /Application/ to /administration/ of /school/s
COMPUTERS. /Teaching aid/s. Schools

ANNOTATION

The document consists of reports written by Toronto researchers and administrators who attended eight conferences on the /educational/ /use/s of computers during 1966-67. Four of the eight were part of a workshop series on technology and education organized by the U.S. Association for Educational Data Systems and were concerned with the basics of data processing, the centralization and sharing of facilities, and the automation of student record keeping. As reported by Harold J. Dilling, W.W. Fraser, Donald C. Hambleton, and Shiu Loon Kong, the conferences focussed almost entirely on hardware development and the use of existing technological capabilities as specialized administrative and teaching tools within existing school environments.

A similar narrow scope was noted by S.L. Kong at a computer conference of the Florida Association of Educational Data Systems and Dormer Ellis at the Oregon Association for Educational Data Systems Conference. The National Colloquium of Information Retrieval, as reported by Mel Lafountaine, was also concerned primarily with hardware and lacked any conceptual exploration. Edgar N. Wright's report on a conference on computers in humanistic research provides a cursory overview of computer use in art, architecture, history, music, archaeology, and literature and notes the main problem of the need for large data input for small output.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00478**

Dilling, Harold John; Wilkins, C.J.
-- **Educational Use of Computers : Computer Instruction in the Schools of Metropolitan Toronto : A Survey.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 38 p.

## SUBJECT

/COMPUTER SCIENCE/. /Curriculum/ subjects. /Night school/s and /secondary school/s. /Metropolitan Toronto/ /Course/s, /teacher/s, and /teaching aid/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe computer instruction in terms of courses offered, /enrolment/, teacher training, and /equipment/ used.

*Methodology:*
Courses offered at night school and in the arts and science and business and commerce branches at secondary level described for Toronto and the five boroughs. Enrolment data presented by branch and grade. Teacher /training/ programs outlined. Types of equipment used summarized by course and school; purchase and rental /cost/s indicated. Future plans for each area board described. Data collected spring 1967.

*Findings:*
1. The acquisition of additional equipment had altered course offerings between data collection and report publication.
2. Courses in /arts and science/ branch were offered in grades 11-13, with most at the grade 12 level.
3. 506 arts and science students received computer instruction in 29 classes at 25 schools; all but 3 of the classes were oriented towards /problem solving/.
4. 50 /gifted/ /student/s in grades 7 and 8 were receiving special instruction in computer concepts.
5. Computer courses in /business and commerce/ branch offered in grades 10-12 and in post- grade 12 special commercial level.
6. 626 grade 10 students enrolled in 25 classes at 17 schools; 1,062 grade 11 students enrolled in 42 classes at 20 schools; 800 grade 12 students enrolled in 39 classes at 12 schools; 116 special commercial students enrolled in 6 classes at 4 schools.
7. Business and commerce branch courses were mainly concerned with /key punch/ training. Courses in programming, advanced unit record, and control panel wiring were offered in grade 12.
8. 934 students attended 50 night school classes; courses included orientation classes for management.
9. Finding competent instructors was a serious problem. Inservice training for teachers offered by all but East York and York Borough Boards.
10. Most computer equipment in the schools was rented.
11. Plans for all Metropolitan Toronto indicated that classes and students would double by the 1967-68 academic year.
12. Class visits (at least 100 classes) to data centres were organized in North York and Toronto.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00479**

Wilkins, C.J.

**-- A Study of the Movement and Progress of the June, 1963, Graduates and Transferees Who Entered Public Secondary Schools from Grade 8 of Schools under the Jurisdiction of the Metropolitan Separate School Board.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1967. -- 67 p. in various pagings.

## SUBJECT

/STUDENT/S. /Public school/s. /Secondary school/s. /Metropolitan Toronto/
Graduates of /separate school/s. /Academic/ /ability/, /achievement/, and /promotion/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

2,075 grade 8 students from 80 Catholic elementary schools who entered the public secondary school system in September 1963 or subsequently. Data collected spring 1967.

*Methodology:*

Student names collected from Catholic elementary and secondary school records. Self-made questionnaire administered to students still in attendance in 1967; information on students who had withdrawn gathered from school records. Sample divided into 4 groups: attending males (AM); attending females (AF); withdrawal males (WM); withdrawal females (WF). Aptitude scores and grade averages ranked on 5-point scale; achievement index calculated from mean of grade averages. Tables of percentages, means, correlation coefficients and age-grade statistics.

*Findings:*

1. Sample comprised 55.8% of total graduates. Of total sample: 583 had transferred from Catholic secondary schools; 57% still attending in 1967.
2. 54% of AM and 66% of AF had passed without interruption for 4 years. 40% of AM and 30% of AF were retarded by one year.
3. As of 1967, greatest number of AM enrolled in /5-year/ /Arts and Science/, followed by /4- year/ /Science, Technology and Trades/. Greatest number of AF enrolled in 4-year /Business and Commerce/, followed by 5-year Arts and Science.
4. Approximately 20% of AM and 10% of AF had difficulty adjusting to teachers and school /regulation/s.
5. Of 700 students indicating /career/ plans, 393 intended to end formal education at grade 12, 93 intended to do so at grade 13, and 214 intended to proceed to /university/.
6. 88% of WM and 81% of WF had withdrawn by grade 10.
7. Aptitude means were: 2.586 for AM, 2.505 for AF, 3.350 for WM, and 3.335 for WF.
8. Achievement index means were: 2.837 for AM, 2.616 for AF, 3.573 for WM, and 3.310 for WF.
9. Little consistency in correlation of achievement between grades.

*Tests Included in Document:*

Self-made /questionnaire/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00480

Kong, Shiu L.

-- **Academic Backgrounds of Grades 11 and 12 Summer-School Students and Their Post-Summer School Achievement Patterns.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1966. -- 16 p.

## SUBJECT

/SUMMER SCHOOL/S. /North York/

Secondary summer schools. /Student/s. Subsequent /academic achievement/ -- Study examples: /grades 11-12/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
162 grade 11 students who attended summer school (SS) in 1963; 280 grade 12 students who attended SS in 1962 and 1963.

*Methodology:*
Data collected from school records and analyzed separately for the two grades. Sample classified into groups on the basis of later achievement patterns. Academic characteristics of the groups compared. Frequency distributions converted into percentile distributions.

*Findings:*

1. Slightly more than 40% of grade 12 students and 16% of grade 11 students had failed grades 9, 10, or 11.
2. 45% of grade 12 students were promoted to grade 13. Of these, 57% successfully completed the year.
3. 82% of grade 11 students were promoted to grade 12, but of these 69% failed the grade.
4. 46% of grade 11 SS population were /dropout/s before completing grade 12.
5. There were only slight differences in IQ, frequency of /grade repetition/, and patterns of grade averages between grade 12 SS students who obtained a Secondary School Graduation Diploma (SSGD) and were promoted to /grade 13/, those who obtained the diploma only, and those who did not obtain the diploma.
6. Grade 11 SS students who obtained SSGD the following year and were promoted to grade 13 had a lower frequency of failure in grades 9 and 10, had higher IQ scores, and had academic histories superior to those students who received SSGD only. A similar relationship obtained between the latter group and those students who did not receive the diploma.

*Conclusions:*

1. The few grade 11 SS students who proceed to grade 13 without delay are not typical of the grade 11 SS population.
2. While the SS program is effective in helping students achieve the immediate goals of grade promotion, subject improvement, or the acquisition of a diploma, it does not and cannot overcome years of /academic/ /underachievement/.

*Special Features:*
/Bibliography/ -- 9 items

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00481**

Crawford, Patricia

-- **A Survey of Teachers' Perceptions of the Junior Kindergarten Programme.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 15 p.

## SUBJECT

/JUNIOR KINDERGARTEN/S. /North York/
/Program/s. /Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine teachers' perceptions of what learning experiences are most important in junior kindergarten (JK).

*Sample:*
41 JK teachers. Responses received from 33 teachers reporting on 109 /male/ and 86 /female/ students. Data collected 1971.

*Methodology:*
Teachers asked to describe nature and extent of improvements made by the six students who had made most significant learning gains over the year. Descriptive information categorized under: fluency in English; development of /learning/ /skill/s; development of social skills; self confidence; /independence/; /behaviour/ /problem/s; and value of JK. Frequency of occurrence in each category totalled. Percentage tables by /sex/, /inner city/ school, /English/ as a /second language/ school (ESL) and non-designated school.

*Findings:*
1. Largest percentage of improvement was in area of social skills (33%) followed by learning skills (31%). Other categories, except value of JK, mentioned approximately 8% each.
2. Males reported as having shown improvement in behaviour problems twice as often as females.
3. 39% of improved behaviours in inner city schools and 25% in ESL schools were in learning skills.
4. 36% of improved behaviours in ESL schools and 31% in inner city schools were in social skills.
5. Fluency in English accounted for 13% in ESL schools and 3% in inner city schools.

*Conclusions:*
JK students show improvements in areas important to future /academic achievement/.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00482**

Virgin, Albert E.

-- **An In-Depth Analysis of CTBS Results : Grenoble Public School.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 29 p.

## SUBJECT

/STUDENT/S. /Grenoble P.S./ /Elementary school/s. /North York/
/Academic achievement/ (Canadian Tests of Basic Skills) -- Study examples: /grade 6/

## ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Sample:*
49 grade 6 students in an /inner city/ elementary school.

*Methodology:*
Canadian Tests of Basic Skills administered to sample in November and April of students' grade six year. Gain scores and item discrimination and difficulty tabled. Comparison of teacher estimates of percentage of students making correct item responses and actual percentage correct shown.

*Findings:*
1. There was a substantial average growth of nine months compared to an expected four to six month growth.
2. Students tended to be weakest in /language/ and /mathematical skill/ areas.
3. The majority of grade 6 items proved too difficult for sample of students.
4. Many items did not discriminate between high and low scoring students.
5. Teacher expectations of student performance exceeded actual performance.

*Conclusions:*
The grade 5 battery might have been more appropriately used because of the grade 6 battery item difficulty and lack of discrimination.

*Tests Used in Research but not Included in Document:*
/Canadian Tests of Basic Skill/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00484**

Crawford, Patricia; Virgin, Albert E.

**-- The Effects of High Rise Living on School Behaviour.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 76 p.

## SUBJECT

/STUDENT/S. /Elementary school/s. /Suburb/s

/Academic achievement/, /motor/ /development/, /self concept/ and /social/ development related to residence: high rise /apartment/s and /single/ /family/ /home/s -- Study regions: /North York/ -- Study examples: /grade 1/ and /grade 5/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare performance on measures of academic and social skill of students who live in high rise apartments with that of students who live in single family homes.

*Sample:*

301 students, 152 in grade 1 and 149 in grade 5, from four North York elementary schools. Half from single family (SF) dwellings, half from high rise (HR) above the fourth floor. Matched by sex, grade, and dwelling. Predominantly from middle income families. Data collected 1971.

*Methodology:*

A battery of tests measured academic achievement, self concept, motor ability, and social /behaviour/ for both grade levels. Questionnaire on out-of-school /activities/ was administered to grade 5 students. Tables; means, standard deviations; chi squares.

*Findings:*

1. There were no significant differences between the two groups in the following areas: school achievement, social /skill/s, self concept, out-of-school activities, the amount of time /female/ students helped their /parent/s, or the amount of time spent watching /television/.
2. The motor ability tests showed that SF /male/s significantly outperformed HR male students in the agility run, the stork stand (balance), and in the case of grade 5 males, the alternate wall toss (hand-eye). In five other subtests of motor ability there were no significant differences between HR and SF students.
3. There was a tendency for fewer female students in the HR group to take lessons after school.
4. Male HR students were much less likely to help their parents than SF males.

*Conclusions:*

1. North York students living in suburban high rise apartments do not differ from their peers in single family homes in terms of school behaviour.
2. The Department of Physical and Health Education should consider examining in greater depth the psychomotor development of HR male students.

*Special Features:*

1. /Bibliography/ -- 5 items
2. 'Academic Achievement and Socio-Economic Status' (a /literature review/), p. 53-59, with 22 item bibliography

*Tests Included in Document:*

/IOX Self Appraisal Inventory/ - Primary and Intermediate; /Warner's Index of Social Class/; self-made /Teachers' Rating Questionnaire/ of social behaviour; self-made Out-of-School Activity student questionnaire; self-made psychomotor development tests

*Tests Used in Research but not Included in Document:*

/Metropolitan Achievement Test/s - Reading and Arithmetic subtests, Primary 1; /Canadian Tests of Basic Skill/s - Vocabulary, Reading Comprehension, Mathematics Concepts, Mathematics Problem Solving subtests

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT

ON00485

Shapson, Stanley M.; Virgin, Albert E.; Crawford, Patricia

**-- Development of an Instrument to Measure Self-Concept in Schools.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 22 p. in various pagings.

SUBJECT

/SELF CONCEPT/. /Student/s. /School/s. /North York/
related to school /environment/. /Measurement/. Use of North York Self Concept Inventory

ABSTRACT

*Type of Study:*
Methodological; Descriptive

*Purpose:*
To develop an instrument for measuring self concept of students in relation to their school environment.

*Sample:*
Data from previous studies in a sample of 411 /grade 6/ students from elementary schools in Area I, North York, and 222 students from /Yorkdale S.S./.

*Methodology:*
/Item analysis/ of responses to IOX Self Appraisal Inventory and Coopersmith's Self Esteem Inventory by grade 6 students and to Comfort's Self Esteem Scale by Yorkdale S.S. students. Items related to school and general self which discriminated sufficiently between high and low scoring students were selected for North York Self Concept Inventory. Tables.

*Findings:*
32 items of the three scales had high discriminatory power between students of high and low self concept. After discarding 7 for similarity of content, 25 items were incorporated in the North York Self Concept Inventory.

*Conclusions:*
The instrument is expected to measure students' self concept in relation to school environment. Further tests on reliability and validity will be conducted.

*Special Features:*
/Bibliography/ -- 4 items

*Tests Included in Document:*
/North York Self Concept Invent/ory

*Tests Used in Research but not Included in Document:*
/Comfort's Self Esteem Scale/; /Coopersmith's Self Esteem/ Inventory; /IOX Self Appraisal Inventory/

*Notes:*
Sources of data used for analysis in development of instrument: Reports ON00533 and ON00557.

Related Records: ON00533, ON00557

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00486**

Cholvat, John A.
-- **Survey of Community-School Involvement.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 25, 6 p.

## SUBJECT

/COMMUNITY/
/Role/ in /administration/ of /elementary school/s and /secondary school/s -- Study regions: /Metropolitan Toronto/, /Canada/, and /U.S.A./

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To obtain information on issues which senior North York administrators considered pertinent to school-community involvement program.

*Sample:*
Small representative sample of elementary school (ES) and secondary school (SS) /principal/s in the United States, 58 out of 140 (41%) responding: 20 SS principals, 28 ES principals, and 10 other representative personnel. 5 ES principals in Toronto area. Data collected October 1971.

*Methodology:*
Questionnaire specifically designed for principals of schools actively involved in school- community programs was distributed to school systems throughout the United States and Canada. Data from responses analyzed by question. ES and SS results analyzed together; responses from system representatives discussed separately. Description of Toronto community-school programs included.

*Findings:*
1. Majority of principals reported community groups either had only recommending power or were not concerned with dimensions of school operations; 60% of administrators felt the groups had a recommending role, and 20% a determining role in allocation of school funds.
2. Responses from both ES and SS indicated principals had strong control over /decision making/ aspects of school administration; administrators less affirmative on this point.
3. At ES level, make-up of community group committee was described in most instances as /parent/s, teachers, and principals; at SS level, as mostly /student/s, parents, and community representatives.
4. Among SS, majority of community groups had voluntary membership; administrators indicated that in 50% of cases the membership was elected.
5. All respondents indicated most favoured meeting time for committee was monthly.
6. Majority of principals said they had a cooperative relationship with the community group and expressed openness to their plans and activities; concept of community school and involvement varied with circumstances and interests of particular community.
7. More principals than administrators showed an awareness of future expansion plans.
8. 80% of administrators and 40% of SS principals noted community groups had complex organizational structure involving subcommittees. Community groups at ES preferred simpler organizational structure.
9. Committee funding came from external sources for 35% of SS groups but for only 11% of ES groups.
10. Administrators perceived stronger committee influence than principals;More SS than ES principals felt committees to be influential.
11. /Volunteer/s were employed more at ES level.
12. All respondents saw more advantages than drawbacks in community group involvement.
13. The variety of /activities/ and concerns of community groups in survey were reflected in activities of groups in the Metropolitan Toronto area.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00487**

Shapson, Stanley M.

-- **North York Norms on the Wide Range Achievement Test.**

-- Willowdale : /North York Board of Education/, Educational Research Services ; Dept. of Psychological Services, 1972. -- 61 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s and /junior high school/s. /North York/ /Standardized test/s: Wide Range Achievement Test. /Norm/s related to /sex/ and /socioeconomic/ /status/ -- Study examples: /grades 2-9/

## ABSTRACT

*Type of Study:*

Descriptive; Methodological

*Purpose:*

To generate North York norms on the Wide Range Achievement Test (WRAT) on the basis of socioeconomic status (SES) and sex for grades 2-9.

*Sample:*

Pilot test: 210 students in each of grade 3, grade 5, and grade 7. Larger sample: 4,500- 5,000 grades 2-9 students in regular stream of 11 schools.

*Methodology:*

Pilot test winter 1970-71: /spelling/ and /arithmetic/ subtests of WRAT administered on a group basis (n = 630); /reading/ (word recognition) subtest administered on an individual basis to subsample of 66 students.

Larger sample tested October 15-November 15, 1971. Spelling and arithmetic subscales administered in grades 2-9 (n = 4,500-5,000). Sample was categorized into high, middle, and low SES. Tables; means, standard deviations.

*Findings:*

In the pilot study: high SES students had higher WRAT scores than low SES students; /female/s scored higher than /male/s on the spelling subscale, reading and spelling scores correlated highly; and the overall standard scores, disregarding the effects of sex or SES, were comparable to those in the WRAT manual.

*Conclusions:*

Results of the large-scale study provide valid North York norms to aid in the assessment of individual students. They may be used to compare an individual's performance with normative data for a particular grouping.

*Special Features:*

1. 16 pages of North York norm tables for spelling and arithmetic, grouped by sex and SES
2. 32 pages of North York distributions grouped according to grade level, sex, and SES
3. Interpretation of a distribution table, p. 27-29

*Tests Used in Research but not Included in Document:*

/Wide Range Achievement Test/; /Blishen's Socio-Economic Index/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00488**

North York Board of Education. Ad Hoc Committee Respecting Student Matters
-- **Survey of Secondary School Students' Perceptions of School and Education.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 74 p.

## SUBJECT

/STUDENT/S. /Secondary school/s. /North York/
/Attitude/s to /education/ and /school/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
4,694 grades 11-13 students selected randomly from 1 vocational and 18 senior secondary schools. Data collected October 1971.

*Methodology:*
Numbers and percentages of responses to 41 questions of self-made questionnaire computed on a boroughwide, individual school and grade basis. Analysis of responses to 9 open-ended questions restricted to 50 randomly selected grade 13 questionnaires from each of the 18 secondary schools.

*Findings:*
1. Responses from grade 11 students were more positive than those from grade 12 students. These, in turn, were more positive than those from grade 13 students.
2. A majority of students in all grades had generally positive attitudes to secondary education.
3. 30% believed the schools were not meeting students' needs; 24% reported staying in school only because of a lack of alternatives, 26% felt they had more practical things to do than attend school; and 38% believed secondary education to be of little help in preparing for a job.
4. 89% approved periodic testing, but 60% believed formal exams to be a waste of time.
5. A majority agreed that students should have more influence on decisions regarding curriculum, evaluative methods, teaching methods, administrative policy, and disciplinary methods. 79% believed students needed more freedom to decide areas of study within subjects.
6. Interest in student council activities was low, with 24% believing the councils to be useless.
7. /Boredom/ was reported as a problem by almost half the students for most of their classes.
8. Only 47% believed that the /teaching method/s used were effective, although a majority agreed that most teachers performed satisfactorily.
9. 50% did not agree that schools needed disciplinary powers over students.
10. 37% reported the existence of /discrimination/ in the community. A majority of students, however, did not believe the school to be a contributing factor.
11. Over three-quarters of the students aspired to some form of /postsecondary/ education.

*Tests Included in Document:*
Self-made questionnaire

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00489

Shapson, Stanley M.

-- **Analysis of Special Learning Disabilities (SLD) - Perceptual Data.**

-- Willowdale. /North York Board of Education/, Educational Research Services ; Dept. of Psychological Services, 1972. -- 17 p.

## SUBJECT

/SLOW LEARNER/S. Special /Learning Disabilities/ Classes. /Elementary school/s. North York
/Attention/ span, /motor/ /development/, /perceptual/ development, and perceptual motor /coordination/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To present descriptive statistics for students in SLD classes and to present data indicating the degree of relationship between psychological tests and teachers' rankings of classroom activities.

*Sample:*
Students and teachers of SLD classes (n not given).

*Methodology:*
Test results for SLD students obtained from Department of Psychological Services' files. Means and standard deviations computed for 25 psychological tests (including subtests); statistics summarized for one-year age intervals from 6 to 11. Selected pairs of tests correlated. Teachers ranked SLD class students in terms of gross muscle control, fine motor control, visual perception, visual-motor coordination, technical and expressive language, auditory perception, and attention span. Selected pairs of classroom activities correlated. Correlations computed between psychological tests and classroom activities. Tables.

*Tests Included in Document:*
Children's Classroom Activities Ranked by Teachers

*Tests Used in Research but not Included in Document:*
/Bender Gestalt Test/ for Young Children; /Draw-A-Person Test/; Form Board Test; /Frostig Developmental Test/ of Visual Perception; /Gross Motor Test/; /Motor Steadiness Test/; /TARGET Test/; /Wechsler Intelligence Scale/ for Children; /Wepman Auditory Discrimination/ Test; /Wide Range Achievement Test/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00490**

Crawford, Patricia; Brenner, Lynne

**-- The Results of a Preliminary Examination of Manuscript Versus Cursive Writing.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 22 p. in various pagings.

## SUBJECT

/STUDENT/S. /Elementary school/s

/Cursive/ /writing/ and /manuscript writing/ related to /reading comprehension/, /reading speed/, and writing speed -- Study regions: /North York/ -- Study examples: /grade 5/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To compare manuscript and cursive writing in terms of reading and writing speed, detection of /spelling/ errors, and reading comprehension.

*Sample:*

124 grade 5 students at 2 schools. Data collected 1972.

*Methodology:*

Individual students randomly assigned to 2 groups. Each group given alternative forms of teacher-made tests in which sequence of printed and cursive writing exercises varied. Table of means and standard deviations.

*Findings:*

There were no differences in performance of the two groups.

*Conclusions.*

Finding not considered conclusive as results indicate instruments should be revised.

*Tests Included in Document:*

Alternate forms of teacher-made tests

Availability: MF - $0 50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00491

Wright, Erica

-- **Results of a Survey of Parents : Gateway Public School. A Report Prepared for the Staff of Gateway Public School.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- ii, 4 p.

## SUBJECT

/GATEWAY P.S./. /North York/
/Student/s. /Achievement/. /Report/s. /Attitude/s of /parent/s
. /Service/s. Attitudes of parents

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine whether Gateway P.S. was meeting the requirements of its community in reporting to parents information about the school, school programs, student /progress/, and the provision of activities and facilities; and to determine parents' attitudes to the school and its role.

*Sample:*
226 (80%) of 282 one- and two-parent families served by Gateway P.S.; 325 individually completed questionnaires. Data collected 1972.

*Methodology:*
Brief, simply worded questionnaire constructed and distributed to all mothers and fathers in sample. Responses returned by students, collected by homeroom teachers, and analyzed by Educational Research Services. Tables; percentages.

*Findings:*
1. 56% of mothers and 37% of fathers completed questionnaire; 7% of respondents did not indicate status.
2. Parents attending /parent-teacher/ /interview/s regularly preferred this to other methods of /reporting/. Majority of /mother/s always attended; half of /father/s seldom or never. Most parents seldom or never attending interview preferred written reports on student performance and behaviour.
3. School /communication/ methods were satisfactory to about 50%; one-half were not sure or did not know what went on in school. Most not attending interviews regularly desired more information.
4. Main sources of school information were: what children told parents (3 out of 4); bulletins and newsletters (two-thirds).
5. Services known were: public health nurse and dental services (nearly all); psychological services (one-third); /resource centre/s (less than one-third); school /guidance/ services (slightly more than 50%); evening /recreation/ program (71%); /adult education/ program (61%).
6. A majority of parents did not attend school /activities/ because they had no time or because they did not know about them.
7. While most parents felt the school was doing an excellent job and communicating very well, 3 out of 10 did not know the meaning of /continuous progress/ and did not like /open plan/. About one-half expressed concern about students learning /basic skill/s.

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Gateway is an open plan school; it is also designated as an /inner city/ school.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00492

Wright, Erica

-- **Survey of Teachers' Attitudes Toward Volunteer Assistance.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 6 p.

## SUBJECT

/TEACHER AIDE/S. /Elementary school/s, /junior high school/s, and /secondary school/s. /North York/ /Volunteer/s. /Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

Teachers in one elementary school, one junior high school, and one secondary school; 95 questionnaires returned, 20 from elementary, 7 from junior high, 68 from secondary levels. Data collected 1972.

*Methodology:*

Self-made questionnaire prepared for teachers. Data reported in tables and verbatim comments listed.

*Findings:*

1. Teachers at elementary level were divided 55% for, 45% against volunteer assistance; at junior high school and secondary levels teachers were overwhelmingly against volunteer assistance.
2. Those from elementary panel wanting volunteers said they would use them to assist small groups or individuals requiring extra help.
3. Of the minority of secondary teachers (32%)who favoured volunteer help, about one-half felt it was needed for clerical duties.
4. Secondary teachers favouring volunteers would use them if they were specialists.
5. Some elementary teachers, due to teaching style or personal inclination, preferred to work alone.
6. Some junior high teachers felt volunteers threatened their jobs.
7. Secondary school teachers felt the chief drawback to use of volunteers was their lack of subject knowledge and professional expertise.

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00493

Wright, Erica; Virgin, Albert E.; Griffiths, J.E.

**– Survey of Secondary School Teachers' Perceptions of School and Education : A Report Prepared for the Ad Hoc Committee Respecting Student Matters.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 74 p.

## SUBJECT

/TEACHER/S. /Secondary school/s. /North York/
/Attitude/s to /education/, /school/s, and /student/s

## ABSTRACT

***Type of Study:***
**Descriptive**

***Sample:***
All teachers, librarians, guidance counsellors, department heads, and assistant department heads in 20 North York secondary schools. Responses received from 1,261 (79%); 62% were males. Data collected February 1972.

***Methodology:***
Self-made questionnaire featured 36 statements with a 5-point agree-disagree scale. Numbers and percentages of responses to questions computed on a boroughwide and individual school basis and compared by length of teacher experience and teacher position. Tables.

***Findings:***
1. Responses from staff with under 1 year or over 11 years /experience/ differed slightly from other responses.
2. A great majority disagreed that students were difficult to understand but agreed that teachers should make more effort to relate to students.
3. While 76% of teachers believed it important for students to like them, 49% did not feel free to socialize with students outside of school.
4. A majority believed that students: should not have more influence on decisions regarding curricula and school /rule/s; should not be discouraged from expressing unusual views; were not hampered by unnecessary rules; were not capable of more /independent study/.
5. Although almost all teachers were satisfied with their profession and their schools, 13% would change /occupation/s if positions of equivalent remuneration were found.
6. Approximately three-quarters of staff felt that the schools were providing a good education and that students had equal opportunities to benefit, but one-third reported /library/ facilities and resources to be inadequate.
7. 70% or more agreed that: they were free to innovate in the classroom and to discuss problems with principals; support from superiors was adequate; teachers worked well together.
8. 60% believed /standard/s had fallen, and 57% agreed that formal /examination/s were needed to maintain standards.
9. 65% disagreed that their schools were too permissive; 79% believed that students who made little effort in a course should be made to drop it.
10. 93% felt that decisions affecting teachers should be made only after consideration of teachers' views.
11. Two-thirds believed that clerical duties interfered with teaching.
12. 69% questioned the need for large numbers of /administrative/ /personnel/.
13. 48% would encourage more /parent/ involvement; 36% would not.

***Tests Included in Document:***
**Self-made /questionnaire/**

**Availability:** MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00494

Fram, Isabel; Crawford, Patricia

**-- An Examination of the Relationship Between Sex, Birth Date and English as a Second Language and Teachers' Predictions of Academic Success.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 4 p.

## SUBJECT

/STUDENT/S. /Kindergarten/s. /North York/

Subsequent /academic achievement/. /Prediction/s by /teacher/s. Compared by /age/, /language/, and /sex/

## ABSTRACT

*Type of Study:*

Longitudinal

*Sample:*

324 kindergarten students. In each class for which information was provided, 3 students who teachers predicted would be rated as excellent in grade 3 academic achievement were randomly selected, as were 3 students who teachers predicted would be failing in grade 3. Analysis based on 250 students for whom personal data were provided by the schools involved.

*Methodology:*

Teachers' predictions and each of the 3 variables analyzed by chi square technique. For birth date variable, age was expressed in three 4-month periods: January-April; May-August; and September-December.

*Findings:*

1. Teachers tended to predict excellent ratings for /female/s and /failure/ for /male/s.
2. Students born in the January-April period were more likely to receive a prediction of an excellent rating.
3. Teachers' predictions for students born in the May-August period were not differential.
4. Teachers were more likely to predict failure for students born in the September-December period.
5. Predictions of failure were much more likely for students who learned /English/ as a /second language/.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00495

Darby, Lawrence M.; Cholvat, John A.

-- **Mathematics : A Survey of Some Mathematics Skills and Related Habits Across North York Schools. A Report Prepared for the Mathematics and Reading Task Force.**

-- Willowdale : /North York Board of Education/, 1972. -- 61 p.

## SUBJECT

/STUDENT/S. Grades 3, 6, 9, and 12. /North York/
/Academic achievement/ in /mathematics/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To describe the mathematics programs in North York and the number and achievements of the borough's mathematics students.

*Sample:*

For standardized achievement tests, approximately 4,130 students in /grade 3/, /grade 6/, /grade 9/, and /grade 12/. Students drawn from equal number of schools in each of 5 administrative areas. Grades 9 and 12 students selected randomly from enrolment lists. For large elementary schools, two classes at each of grades 3 and 6 levels chosen randomly. For small elementary schools, all students in grades 3 and 6 received tests. Data collected spring 1972.

*Methodology:*

Main body of report is a compilation of separate documents and summaries of documents included in appendices. Results of academic achievement tests summarized in body of report; full data included in appendix. For achievement survey: 5 subtests of Metropolitan Achievement Tests (MAT), Elementary Form F administered to grade 3 students; 5 subtests of MAT Intermediate Form F administered to grade 6 students; 3 subtests of MAT Advanced Form administered to grade 9 students; quantitative part of Form 2A of School and College Ability Test (SCAT) administered to grade 12 students. Mean grade equivalents. Score Distribution Tables. School means and ranges plotted graphically.

*Findings:*

1. Students in grades 3 and 6 achieved, on average, slightly above the level of U.S. /norm/ groups.
2. Mean school scores for grades 3 and 6 showed a maximum difference of 1.0 grade equivalents.
3. Mean scores for grade 9 students were 9.6, 9.3, and 9.8 compared with expected mean grade equivalent of 9.5.
4. Mean raw score for grade 12 students was 37 compared with 33 for U.S. norming groups.

*Special Features:*

1. Suggested /bibliography/ -- 18 items
2. List of North York Mathematics Department publications -- 29 items
3. Results of mathematics contests
4. North York Curriculum Bulletin (1971) re: mathematics programs in kindergarten, primary, junior, and intermediate divisions
5. Table of secondary school /enrolment/s in mathematics courses
6. /Virgin, Albert E./ ; /Crawford, Patricia/ -- A Survey of Some Mathematical /Skill/s from Across the Borough of North York. -- 1972

*Tests Used in Research but not Included in Document:*

/Metropolitan Achievement Test/s (1970) - Elementary Form F, Intermediate Form F, and Advanced Form; /School and College Ability/ Test, Series II (1966) - quantitative part of Form 2A

*Notes:*

Results of a survey of reading skills of the same sample reported in ON00496.

Related Records: ON00496

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00496
Darby, Lawrence M.; Cholvat, John A.
**-- Reading : A Survey of Some Reading Skills and Related Habits Across North York Schools : A Report Prepared for the Mathematics and Reading Task Force.**
-- Willowdale : /North York Board of Education/, 1972. -- 89 p.

## SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s. /North York/
/Reading achievement/ and /reading/ /habit/s -- Study examples: grades 3, 6, 9, and 12

## ABSTRACT

*Type of Study:*
Descriptive; Discursive

*Purpose:*
To describe the process of reading, answer parents' questions regarding the teaching of reading, describe reading achievement in North York, and describe students' reading habits and teachers' classroom methods. ,

*Sample:*
4,130 students in /grade 3/, /grade 6/, /grade 9/, and /grade 12/ drawn randomly from 47 schools. Also 141 teachers of grades 3, 6, 9, and 12 classes in same schools. Data collected spring 1972.

*Methodology:*
Part A of report gives overview of processes of /learning/ and /teaching/ reading. For Part B, standardized /achievement/ /test/s were administered to all students; students filled out 8- item questionnaire on reading habits outside the school, home language, and self-ratings; teachers filled out questionnaires on pedagogical practices. Data from student questionnaire related to achievement scores. Mean grade equivalents. Score distribution tables. School means and ranges are plotted graphically.

*Findings:*
1. On both reading subtests, students in grades 3 and 6 performed, on average, at the level of norm groups.
2. Mean school scores for grade 3 showed a maximum difference of 1.7 grade equivalents; the spread of scores within schools was much greater.
3. Raw mean score for grade 9 students was 41 compared with U.S. norm of 37; for grade 12 students, the raw mean score was 44 compared to U.S. norm of 39.
4. A majority of students in all grades accurately perceived themselves to be average or good readers, spent more than one hour per week reading for enjoyment, and spent less than one hour per night reading for /homework/ assignments.
5. A majority of students in all grades have /library/ cards. Students in grades 3 and 6 who have cards achieved higher comprehension scores than students without cards.
6. Students from /bilingual/ homes (35% of sample) received slightly lower scores than students from monolingual homes at grades 3 and 6 levels, but not in higher grades.
7. There was a steady decrease over grade levels in the practice of /grouping/ students by reading /ability/ (grade 3, 90.5%; grade 6, 74.5%; grade 9, 54.5%; grade 12, 15.8%).

*Special Features:*
Suggested /bibliography/ -- 10 items

*Tests Included in Document:*
Self-made student /questionnaire/; self-made teacher questionnaire

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/s (1970) - Elementary Form F, Intermediate Form F, Advanced Form; /Sequential Tests of Education/al Progress; Series II (1969) - Forms 3A and 2A of Reading subtest; /School and College Ability/ Test, Series II (1966) - quantitative part of Form 2A

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00497

Wright, Erica; Virgin, Albert E.; Griffiths, J.E.

-- **Survey of Parents of Secondary School Students Perceptions of School and Education : A Report Prepared for the Ad Hoc Committee Respecting Student Matters.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 31 p.

## SUBJECT

/SECONDARY SCHOOL/S. /North York/
/Attitude/s of /parent/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
3,600 parents randomly selected; 100 parents of grade 11 students and 100 parents of grade 12 students in each of 18 schools. Responses received from 1,527 (42%). Data collected March 1972.

*Methodology:*
Self-made questionnaire consisted of 10 statements with a 5-point agree-disagree scale. Numbers and percentages computed on boroughwide and individual school basis. Tables.

*Findings:*
1. Three quarters of the parents believed the schools were doing a good job, but 44% believed /standard/s had fallen, and 45% disagreed with a statement that /school tax/es were well spent.
2. Over 60% agreed that: formal /examination/s were necessary; /discipline/ should be more strict; students did not need more /freedom/ of /choice/ in determining areas of study.
3. 70% of parents did not agree that student influence on determination of school /rule/s should be expanded.
4. 16% believed /attendance/ should be voluntary.
5. 39% believed that the /community/ should be involved in running secondary schools.

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Related report ON00498 compares results of parent survey with student and teacher surveys.

**Related Records** ON00498

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

500

**PROCESSED REPORT** **ON00498**

North York Board of Education. Ad Hoc Committee Respecting Student Matters
-- **Perceptions of School and Education : A Comparative Study of Three Surveys Conducted at the Secondary School Level.**
-- Willowdale : /North York Board of Education/, 1972. -- 19 p.

## SUBJECT

/SECONDARY SCHOOL/S. /North York/
/Attitude/s of /parent/s, /student/s, and /teacher/s

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Data analyzed for: 4,694 students (S) in grades 11-13 in 19 schools; 1,261 teachers (T) in 20 schools; 1,527 parents (P) of grades 11-12 students in 18 schools. Students and parents selected randomly. Teacher sample represents 79% response rate from all staff in the borough. Data collected 1971-1972.

*Methodology:*
Self-made questionnaires distributed. Numbers and percentages of responses were computed on boroughwide and individual school basis. Tables.

*Findings:*
1. 74% of S, 89% of T, and 78% of P agreed that schools were providing a good education.
2. A majority of both T and P agreed that /academic/ /standard/s had fallen.
3. Formal /examination/s as indicators of student progress were approved by 64% of P, 60% of T, and 25% of S.
4. Greater student influence on /administrative/ policies was approved by 71% of S, 41% of T, and 28% of P.
5. Over 70% of both T and P agreed that student /freedom/ to choose /course/s should not be expanded.
6. 58% of S felt that they were hampered by pointless /rule/s. 8% of T agreed with them.
7. 85% of T believed they understood their students. 63% of S agreed that teachers did try.
8. 69% of P approved more strict /discipline/. 31% of T agreed that schools were too permissive.
9. 59% of S and 80% of T agreed that students had equal opportunities to obtain a good education.
10. 80% of S and 82% of T believed that student expression of unusual views should not be discouraged.
11. While 26% of T felt that students could work more independently, 49% of S believed they could benefit from /independent study/.
12. 56% of S agreed that their schools encouraged independent thinking, but 66% of T believed students expected to be 'spoonfed.'

*Notes:*
1. Students' perceptions ON00488; teachers' perceptions ON00493; parents' perceptions ON00497
2. Overall survey results are not comparable with individual surveys as percentages were recalculated from the original surveys eliminating the No Opinion, No Answer responses.

Related Records: ON00488; ON00493; ON00497

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00499
Fram, Isabel
-- **Survey of Students Taking Courses in German.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 20 p.

## SUBJECT

/GERMAN/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s. /North York/
/Attitude/s of /student/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assist teachers by presenting data on modern language students' /motivation/s and perceptions about language /program/s.

*Sample:*
261 grade 11 students studying German at 12 schools. 95% were in second year of course. Data collected June 1972.

*Methodology:*
Self-made questionnaire distributed to schools. Tables; percentages.

*Findings:*
1. 88% reported /achievement/ in course beyond 60% level.
2. 72.4% had no contact with the German language outside school.
3. 57% reported /family/ encouragement to learn the language.
4. 84% believed a good language program should give emphasis to speaking and understanding as well as to reading and writing. Almost equal numbers of students reported most success in each of these four areas.
5. Almost half the sample felt speaking and understanding the spoken language received too little emphasis.
6. Most students found all methods and aids used in the program helpful.
7. Almost 25% found pace of program too rapid.
8. 62.1% reported ample opportunities to express ideas in German.
9. Major reason for learning the language was general interest in learning new languages, followed by: wish for foreign travel; possible importance to career opportunities; desire to learn about other peoples.
10. 72% of students planned to continue in the course because they enjoyed the language, wished to be /bilingual/, were achieving satisfactory /mark/s, and found the course interesting, challenging, and satisfying.
11. A majority of students not planning to continue gave as their reason that another option was preferable. 49% felt there was too much memorization involved. 48.1% found course too difficult.

*Tests Included in Document:*
Self-made /questionnaire/ for students in modern language programs

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00500**

**Fram, Isabel**

**-- Survey of Students Taking Courses in Italian.**

**-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 20 p.**

## SUBJECT

/ITALIAN/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s. /North York/
/Attitude/s of /student/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assist teachers by presenting data on modern language students' /motivation/s and perceptions about language /program/s.

*Sample:*
62 grade 11 students studying Italian at 3 schools. 90% were in the second year of the course. Data collected June 1972.

*Methodology:*
Self-made questionnaire administered. Tables; percentages.

*Findings:*

1. 30% reported medium levels (60-75%) of /achievement/ in Italian; 66.1% reported medium levels in other subjects.
2. 74.2% had contact with the Italian language outside school.
3. 95.2% reported /family/ encouragement to learn the language.
4. 88.5% felt a good language program should teach students to speak, understand, read, and write the language.
5. Almost 40% reported most success in understanding the spoken language.
6. Almost one-third reported not enough emphasis on speaking, reading, and understanding.
7. Most students found all methods and aids used in the program, with the exception of /tape/ /recording/s and /phonograph/ records, to be helpful.
8. 27% believed the program moved too rapidly.
9. 20% found opportunities to express ideas in Italian to be nonexistent.
10. Major reason given for enrolling in course was interest in learning new languages. Others were: possible need for the language in a career; desire for travel; desire to know about other peoples.
11. Over 90% of the 82% of students planning to continue in the course based their decision on enjoyment of the language.
12. Over 40% of those not planning to continue were experiencing academic difficulties in the course or lacked a need or desire for the option.

*Tests Included in Document:*
Self-made /questionnaire/ for students in modern language programs

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontário Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00501**

Fram, Isabel

-- ***Survey of Students Taking Courses in Spanish.***

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 20 p.

## SUBJECT

/SPANISH/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s. /North York/
/Attitude/s of /student/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To assist teachers by presenting data on modern language students' /motivation/s and perceptions about language /program/s.

*Sample:*
136 grade 11 students studying Spanish at 6 schools. 85% were in second year of course. Data collected June 1972.

*Methodology:*
Self-made questionnaire administered. Tables; percentages.

*Findings:*

1. 51.5% reported high /achievement/ levels (75% + ) in Spanish; 47.4% reported high levels in other subjects.
2. 89.7% had no contact with Spanish outside school.
3. 66.2% reported /family/ enccuragement to study the language.
4. 89% felt that a good language program should teach speaking, understanding, reading, and writing the language.
5. A plurality (33.1%) reported more success in reading than in the other three areas.
6. Slightly more than one-third of the students believed there was too little emphasis on speaking or understanding.
7. All methods and aids used in the course, with the exception of /tape/ /recording/s and /phonograph/ /record/s, were perceived as useful by a majority of students.
8. 23% found pace of program too rapid.
9. Over three-quarters believed opportunities to express ideas in Spanish were numerous or sufficient. The remainder believed such opportunities were nonexistent.
10. 91.1% had enrolled in the course mainly because of an interest in learning languages. Other reasons were: travel hopes; career possibilities; desire to learn more aboutt other peoples.
11. Of students planning to continue the course (77%), 98% reported enjoyment of the language was a major factor in their decision and 76% because they wanted to be bilingual.
12. Almost two-thirds of the students not continuing made the decision because they were experiencing academic difficulties in the course.

*Tests Included in Document:*
Self-made /questionnaire/ for students in modern language programs

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00502**

Fram, Isabel

-- **Survey of Students Taking Courses in French : Grades 9, 10, and 12.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 51 p.

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s. /North York/ /Academic achievement/ and /attitude/s of /student/s -- Study examples: grades 9-10, and 12

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To assist teachers by presenting data on modern language students' motivations and perceptions about language programs.

*Sample:*
246 /grade 9/ students in 8 schools; 134 /grade 10/ students in 5 schools; 118 /grade 12/ students in 5 schools. Data collected June 1972.

*Methodology:*
Self-made questionnaire administered to students. Responses of students continuing and not continuing in French compared. Percentage tables.

*Findings:*
1. 60% of grade 9 students were in their fourth year of French; 56% of grade 10 students were in their fifth year; 67% of grade 12 students were in their sixth year.
2. 46% of grade 9, 38% of grade 10, and 36% of grade 12 students reported high achievement in French.
3. Approximately 90% of students at all grade levels reported no contact with the language outside school.
4. /Family/ encouragement to learn French was noted by 84% of grade 9, 83% of grade 10, and 67% of grade 12 students.
5. Approximately 80% in all grades believed a good /program/ should teach them to speak, understand, read, and write the language.
6. Only 12% of grade 9, 17% of grade 10, and 17% of grade 12 students reported most success in understanding spoken French. 46% of grade 9, 50% of grade 10, and 63% of grade 12 believed there was not enough emphasis in the program on understanding.
7. 35% of grade 9, 24% of grade 10, and 28% of grade 12 students believed opportunities for expressing ideas were nonexistent.
8. /Interest/ in new languages was cited by over 80% in all grades as the most important reason for studying French; need for the language in a career or to gain entrance to /university/ were cited by approximately 70% of grade 9 and 10 students and by approximately 60% of grade 12 students.
9. 78% of grade 9, 83% of grade 10, and 65% of grade 12 students planned to continue studying French, the great majority in all grades because they enjoyed it.
10. Of those not continuing, 76% in grade 9 and 70% in grade 12 preferred another option. 70% in grade 10 found the course too difficult.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00503**

Crawford, Patricia; Brenner, Lynne

**-- An Evaluation of the French Program in North York at the Grade 6 Level.**

**-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 54 p.**

## SUBJECT

**/FRENCH//LANGUAGE/. /Curriculum/ subjects. /Grade 6/. /North York/**
**/Academic achievement/ of /student/s**

## ABSTRACT

***Type of Study:***

**Descriptive**

***Sample:***

35 classes comprising approximately 1,000 of the 7,700 pupils in grade 6. First morning class of each of 35 itinerant French teachers selected. Data collected October 1971 and May-June 1972.

***Methodology:***

/Achievement/ /test/s developed to assess language /comprehension/ and speaking ability; expected performance levels established for /evaluation/. Results reported in means and standard deviations for total group and each class. Percentage graphs show students who scored at or about expected achievement levels for the group and for each class. /Attitude/ questionnaire developed to assess student's attitudes toward fellow French speaking /Canadian/s and learning French. Percentage tables.

***Findings:***

1. Expected levels were met by students as a group on some /listening/ comprehension subtests (3) and not on others (7). Examination by class showed similar results.
2. On 6 of the 9 speaking subtests, actual performance exceeded expectations.
3. Students who did not care to speak, read, or write French competently performed significantly less well than those desiring these skills.
4. Students indicating they found French hardest compared to other subjects performed more poorly than those who did not.
5. Students choosing French as subject they liked best obtained slightly higher achievement scores than students selecting another subject.
6. Students indicating they worked as hard or harder in French than in other classes attained significantly higher achievement scores than students who did not.
7. Students began their study of French with very positive attitudes toward fellow French speaking Canadians and maintained these attitudes throughout their first year in the French program.
8. Students demonstrated positive attitudes toward learning French.

***Special Features:***

Statement of Behavioural Outcomes to be attained by the end of grade 6

***Tests Included in Document:***

Self-made attitude /questionnaire/

***Tests Used in Research but not Included in Document:***

Self-made achievement tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00504**

Wright, Erica

**-- An Analysis of Interviews with Grade 13 Alternate and Independent Study Program Students.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 23 p.

## SUBJECT

/ALTERNATIVE/ /SCHOOL/S. /Secondary school/s. /North York/
Alternate and Independent Study Program (/AISP/). /Evaluation/ by /student/s

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To gain information about /attitude/s towards Alternate and Independent Study Program (AISP) from students leaving the school and to use this information in a longitudinal evaluation of the school.

*Sample:*
36 out of all students not planning to return to AISP is September 1972, 30 of whom were in grade 13. One additional student leaving AISP to return to the regular program. Data collected May-June 1972.

*Methodology:*
Interview questionnaire prepared by Educational Research Services (ERS) and AISP Coordinator; one question added by teaching staff. Interviews ranging from 10-40 minutes conducted and taped by ERS in 3 days. Coding system devised to summarize data. Verbatim comments listed.

*Findings:*
1. Main reason for entering AISP was dis/satisfaction/ with regular schools.
2. Most common /expectation/ was opportunity to study independently.
3. All but a minority considered AISP successful in meeting /academic/ requirements.
4. A majority felt: AISP fostered good /independent study/ habits; they had to work hard but work was more enjoyable and relevant; AISP was successful in terms of /social/ and /personal/ /development/.
5. Most felt the /community/ concept idea was a failure; reasons varied according to individual attitudes.
6. Advice to new students was to plan and begin work early in the year and to be realistic about ability to work independently.
7. Advice to staff included being available more and relating to students on a personal level.
8. About 54% intended to go on to /university/ or a /community college/. Others planned to go back to regular schools (14%), travel (14%), or seek employment (8%).

*Tests Included in Document:*
One sample interview conducted by Program Co-ordinator

*Tests Used in Research but not Included in Document:*
Self-made /interview/ /questionnaire

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00505**

Crawford, Patricia

**-- North York Self Concept Inventory : A Preliminary Set of Norms and Technical Analysis.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 29 p.

## SUBJECT

NORTH YORK SELF CONCEPT INVENTORY. /Student/s. /Elementary school/s
/Validation/

/SELF CONCEPT/. Students. Elementary schools. /North York/
related to /academic achievement/ and /grade level/s -- Study examples: /grades 4-6/

## ABSTRACT

*Type of Study:*
Methodological

*Sample:*
1,012 students in grades 2-6. Data collected 1971-72.

*Methodology:*
30-item, 15-minute Self Concept Inventory developed by Educational Research Services was administered to sample. Preliminary /norm/s included means, standard deviations, and typical distributions for each grade. One-way analysis of variance used to determine difference in self concept among grades and high and low achievers. Analysis of pretest-posttest self concept scores from 2 North York studies.

*Findings:*
1. There were significant differences among grades in terms of average score.
2. Students in grades 3 and 4 had somewhat less positive self images with respect to school environment than did students in grades 2 and 6.
3. Lower achievers in grade 5 had poorer self image than average achievers, who had poorer self image than high achievers.
4. On a group basis, there were no dramatic changes in self concept scores over the year.
5. On an individual basis, there were students whose scores changed more than plus or minus 1 standard deviation.

*Conclusions:*
The North York Self Concept Inventory may be used to select individual students with a poor self image who might benefit from more individual attention.

*Special Features:*
1. Procedure for determining reliability in Appendix
2. Results of Item Analyses in Appendix

*Tests Included in Document:*
/North York Self Concept Invent/ory

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00506**

Crawford, Patricia

-- **Survey of Television and Reading Habits : Grenoble Public School : A Summary.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 2 p.

## SUBJECT

/STUDENT/S. /Elementary school/s. /North York/

/Recreational/ /reading/ and /television/ viewing related to /academic achievement/ and /self concept/ -- Study examples: /Grenoble P.S./ -- Study examples: /grades 5-6/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To survey the reading and television habits of public school stud[illegible], and to relate these habits to achievement levels and self concept.

*Sample:*

147 students in grades 5-6.

*Methodology:*

Students completed questionnaire on /habit/s and were given a battery of skills and self concept tests. Results summarized in point form.

*Findings:*

1. 99% of students had television in their homes. Most popular viewing times were at lunch (85%), after school (81%) and after supper (92%).
2. For grade 6 students, the higher the self concept and achievement and reading levels, the lower the rate of morning television viewing.
3. 82% of low achievers in grade 5 reported morning television viewing, compared with 58% for grade as a whole.
4. Students with high achievement levels and high self concept rated themselves as average or good readers, 70% of good readers spent more than two hours per week reading at home.
5. Students with low achievement levels and low self concept rated themselves as poor or average readers; 25% of poor readers and low achievers spent no time reading at home.
6. 50% of students with average self concept and average reading and achievement levels spent more than two hours per week reading at home.
7. Most popular reading materials were novels and comic books; most popular television programs were situation comedy, science fiction, and detective-police drama.
8. Over 75% believed television helped them learn new things.
9. 98% believed /reading skill/s were important for social, economic, educational, or personal reasons.

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/; /Canadian Tests of Basic Skill/s; /North York Self Concept Invent/ory

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00507**

Shapson, Stanley M.
**-- Some North York Norms for the Canadian Tests of Basic Skills and the Metropolitan Achievement Test.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1972. -- 41 p.

### SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. Grades 3 and 6. /North York/
/Standardized test/s: Canadian Tests of Basic Skills and Metropolitan Achievement Tests. /Norm/s

### ANNOTATION

A manual of performance norms in North York on two standardized achievement tests to enable users to compare individual scores with peers in North York or to compare a class or grouping with peer groups in North York. Data collected from numerous administrations of Metropolitan Achievement Test (MAT) and Canadian Tests of Basic Skills (CTBS) during 1971-72 to students in /grade 3/ and /grade 6/. Means, standard deviations, and standard errors are given, as are correlation coefficients for MAT subtests. Test results are presented as grade equivalent scores. Included in the document are cautionary statements about the worth and uses of standardized test results and a section on how to use the statistical tables that comprise the main body of the report.

*Tests Used in Research but not Included in Document:*
/Canadian Tests of Basic Skill/s; /Metropolitan Achievement Test/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00508**

Peebles, Dorothy

-- **Dropping Out : A Review of the Research and Literature.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 13 p.

SUBJECT

/DROPOUT/S. /Student/s. /Secondary school/s

ABSTRACT

*Type of Study:*
Literature review

*Methodology:*
Selected research reports, monographs, reference papers, and journal articles from 1956 to 1972 are summarized and described. The review is divided into three parts: research findings; descriptions of programs to prevent dropping out; and viewpoints on desirability of keeping students from dropping out. The first section is also divided by broad subject factors relating to dropping out, ability and school related factors, family related factors and individual factors.

*Special Features:*
/Bibliography/ -- 4 pages

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00509**

**Fram, Isabel**

**– A Survey of Volunteer Programs in North York Schools.**

**-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 82 p. in various pagings.**

## SUBJECT

/VOLUNTEER/S. /Teacher aide/s. /Elementary school/s, /junior high school/s, and /secondary school/s. /North York/ /Recruitment/, /training/, and /use/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

Virtually all elementary school teachers (n = 2,148) in 110 North York schools. All junior high school teachers (n = 1,119) in 28 North York schools. All high school teachers (n = 1,642) in 20 North York schools. Data collected late 1972.

*Methodology:*

Questionnaires developed by Research Services and completed by school principals with help of teachers and volunteers. Schools were asked to forward any literature developed for training courses. Names of 55 volunteers collected. Number of schools as well as number of teachers used as sample bases for percentages. Tables; percentages.

*Findings:*

1. Percentages of teachers known to use volunteers at least twice a month: elementary school (ES) 48%; junior high school (JHS) 5%; high school (HS) 3%. For special occasions only: ES 30%, JHS 8%, HS 3%. Never used volunteers: ES 7%, JHS 75%, HS 74%. Use not reported: ES 20%, JHS 11%, HS 21%. 29% of ES teachers used volunteers several times a week.
2. Number of volunteers at present and (planned for remainder of 1972-73): ES 5,571 (6,684); JHS 317 (481); HS 222 (309). Percentages of volunteers presently committed to a specific time per week: ES 31%, JHS 40% HS 24%. Percentages assisting on field trips: ES 48%, JHS 25%, HS 11%. Percentages giving presentations related to special field: ES 3%, JHS 13%, HS 27%.
3. For volunteer training: 35% of ES, 8% of JHS, and 5% of HS used a board sponsored course, 42% of ES, 48% of JHS, and 20% of HS used a school sponsored course, and 78% of ES, 68% of JHS, and 55% of HS used individual preparation.
4. Principal involved in coordination of volunteer program in 79% of ES, 87% of JHS, and 31% of HS.
5. Average amount of volunteer time per week for all ES was 3 hours per staff member; no data for other schools.
6. The suggestion of board-appointed coordinator of volunteer services was approved of by 19% of ES, 24% of JHS, and 5% of HS.
7. The most common ways of recruiting volunteers were through invitations by principal or staff to individual parents, or to groups at school meetings, or through a principal's newsletter.

*Special Features:*

List of 107 organizations connected with at least one school volunteer program

*Tests Included in Document:*

One self-made /questionnaire/ -- 7 p.

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00510**

Wright, Erica; Stobo, Heather

**-- A Survey of High School Technical Graduates 1968-1972.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 79 p. in various pagings.

## SUBJECT

/TECHNICAL/ /EDUCATION/. /Program/s. /Secondary school/s. /North York/
/Attitude/s of /graduate/s
Graduates. /Employment/ and /postsecondary/ education

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine the employment and educational status of technical course graduates.

*Sample:*
I,566 graduates of 7 borough schools. Interviews completed with 896 (57%). Data collected 1972.

*Methodology:*
Self-made interview schedule completed during telephone interviews. Percentage tables.

*Findings:*

1. From 1968-1972 there was a steady increase in students graduating from /4-year/ programs and a slight increase in graduates seeking employment upon graduation. Over the period, approximately equal numbers sought employment and continued their education.
2. 85% of students who found jobs upon graduation did so within 4 months.
3. Only in 1970 and 1972 did a majority not find jobs related to their education.
4. Majority of graduates in 1968-69 /apprentice/d in a trade; pattern reversed in 1970-72. Majority of apprentices received /credit/s for technical courses.
5. Large majority in all schools and all years did not find /work study/ contacts helpful.
6. 54% of 1968-70 graduates who found jobs still had the same job 2 years later. Of these 78% had the same job when interviewed. 48% took some course related to job.
7. 67% of those who continued their education after graduation attended a /community college/. Attendance at /university/ dropped from 27% in 1968 to 4% in 1972.
8. During 1968-71, an average of 7% of those who continued their education returned to high school. In 1972, 41% did so.
9. Majority of those who continued education took courses related to high school technical education.
10. 66% of those taking unrelated courses were in non-technical fields.
11. 56% of all graduates believed their high school courses had prepared them well enough for a job. 11% were undecided and of the 33% who disagreed, 35% suggested more practical work and less theory would be an improvement.

*Tests Included in Document:*
Self-made /interview/ schedule

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00511**

Wright, Erica; Hindle, Lynne; Goldstein, Ruth

**– A Survey of 1971-1972 Drop-Outs in a Secondary School.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1973. -- 52 p. in various pagings.

## SUBJECT

/DROPOUT/S. /Secondary school/s. /North York/
/Academic achievement/ and /attitude/s to /school/ and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To identify school related factors contributing to students' decisions to drop out.

*Sample:*
166 students who dropped out of one borough secondary school during 1971-1972. Interviews completed with 105 students (63 males; 42 females). Data collected 1972.

*Methodology:*
Students identified from school records, traced, and interviewed by telephone. Self-made, open- ended interview schedule listed topics for informal conversation. Information coded by area. Quotations.

*Findings:*
1. 6 of the students had dropped out in grade 9; 31 in grade 10; 25 in grade 11; 23 in grade 12; 14 in grade 13. 6 gave no answer.
2. Comments about teachers were evenly divided between positive and negative.
3. Amost 40% were in their first year at the school.
4. Almost one-third made positive comments about the school; the remainder made negative comments centring on: general atmosphere, other students, overabundance of /rule/s, and a lack of order and /discipline/.
5. One-third reported doing well in school; the remainder were doing very poorly or considered failure a distinct possibility.
6. Over half said their parents were unhappy with their decision.
7. Reactions from friends tended to be neutral or understanding; only 18 reported disapproving reactions. 22 reported 'not knowing' the reactions of their friends.
8. Almost half had not considered dropping out previously.
9. Lengthy absences and frequent skipping preceded many students' decisions to drop out.
10. A majority would advise other students to stay in school.
11. Approximately half had some plans to return to some form of schooling.
12. 60 students made negative comments about the /curriculum/; 34 spontaneously criticized the school /administration/.
13. Almost half were /employed/; 20 were unemployed; 36 were taking /course/s at some educational institution.

*Tests Included in Document:*
Self-made/ interview/ schedule; sample of Interviewers' notes

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00512**

Taylor, Wayne

-- **North York Self Concept Inventory : Junior High Norms.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 10 p.

## SUBJECT

/SELF CONCEPT/. /Student/s. /Junior high school/s. /North York/
/Test/s: North York Self Concept Inventory. /Norm/s

## ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Purpose:*
To give junior high level norms on an inventory measuring self concept with respect to /school/ /environment/; and to determine the applicability of the measure to junior high students.

*Sample:*
3,516 students: 1,208 in grade 7, 1,148 in grade 8, and 1,160 in grade 9. 2 representative classes at each grade level selected by school personnel at each of 19 junior high schools. Data collected spring 1973.

*Methodology:*
North York Self Concept Inventory administered to each class. Means, standard deviations, and distributions of scores for each grade computed. Test items matched to criteria used to select discriminating items for the inventory.

*Findings:*
1. No significant differences were found in means and standard deviations among the 19 schools.
2. In 11 schools, there were no significant differences in mean scores of the three grades.
3. 4 schools showed decreasing mean scores across grades 7, 8, and 9.
4. Out of a maximum possible score of 25, 46% of the students in each of the grades scored in the 15-20 range.
5. 30% of grade 7 students, 29% of grade 8 students, and 34% of grade 9 students scored below 15.
6. A number of items failed to meet one of the criteria used to select discriminatory items.

*Conclusions:*
The inventory is, on the whole, an adequate instrument for measuring self concept in junior high grades.

*Tests Included in Document:*
/North York Self Concept Invent/ory

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00513**
**Crawford, Patricia**
**-- A Survey of Teachers' Opinions Regarding the Effectiveness of Film.**
**-- Willowdale : /North York Board of Education/, 1973. -- 25 p.**

## SUBJECT

/FILM/S. Audiovisual aids. /Elementary school/s, /junior high school/s and /secondary school/s. /North York/
/Use/
/Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
567 teachers in the Borough of North York; 184 elementary, 189 junior high, and 194 secondary. Data collected 1973.

*Methodology:*
The 25 elementary, 10 junior high, and 10 secondary schools in the sample were selected on the basis of the number of film requisitions submitted to the Dept. of Audio-Visual Services during a one-week period in January 1973. Within each group (elementary, junior high, and secondary) there was an approximately equal number of schools which were high, average, and low users of film. Questionnaires were sent to the principal of each school to be distributed among the staff to an approximately equal number of frequent users of film, average users, and infrequent users.

*Findings:*
1. Elementary school teachers tended to use film more frequently than either junior high or secondary teachers did.
2. 26% of the junior high and 15% of the secondary school teachers never used film at all.
3. 25% of the junior high school teachers who did not use film preferred to use other teaching techniques, while 30% of the secondary teachers indicated that films were not available in their subject area.
4. The film catalogue distributed by the Dept. of Audio-Visual Services was mentioned most frequently as the source of information regarding films.
5. 80% of the junior high and 84% of the secondary teachers previewed films before showing them, while only 56% of the elementary teachers did.
6. Over 80% rated the last film they used as being effective or very effective.

*Conclusions:*
1. A professional development program should be organized related to effective use of film.
2. The film collection and service should be reviewed to determine how the needs of secondary teachers could be served more adequately.
3. Inservice training is necessary at the elementary level to encourage teachers to preview films as a means of using them more effectively.
4. More teachers should be involved in the process of selecting films for purchase, and the methods by which films are selected more widely advertised.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00514**

**Peebles, Dorothy**

**-- The New Instructional Technology : A Review of Research and Literature on Programmed and Computer-Assisted Instruction.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 16 p.

## SUBJECT

/STUDENT/S. Schools
  C.A.I. and /programmed instruction/

## ABSTRACT

*Type of Study:*

Literature review; Research review

*Methodology:*

Studies from 1956-1973 are covered, with passing reference to work of Pressey (1926). Programmed Instruction (PI) defined. Results discussed under individual, school, technological, and programmatic variables affecting PI's effectiveness. /Computer Assisted Instruction/ (CAI) given more generalized discussion; implications for teachers and administrators are briefly noted.

*Findings:*

1. Early research compared results of PI with results of conventional /teaching method/s. As a consensus was reached that PI worked, regardless of technique, research centred on /effectiveness/ of various /program/s and on managerial problems of the system.
2. Research suggests that programs requiring an active response are more effective but that the requirement of overt responses should be used selectively.
3. There is general agreement that feedback should be immediate. The form, however, may vary with age level, subject, etc. (e.g., the learning of logic symbols may be depressed by massed negative reinforcement).
4. Although some studies have shown branch methods to be more effective and efficient than linear methods, Stolurow (1966) believes these studies have not controlled variables adequately.
5. While computers have gained acceptance as research and management tools, the tutorial, simulation, and other creative modes of CAI have not been widely used in classrooms.
6. Research at the /postsecondary/ level suggests that CAI enables students to start at a higher level of understanding and to progress more rapidly.
7. Effectiveness of a particular method of PI varies with: particular levels of ability; organization of material within program; pacing rhythms of individual students; /subject/ taught; /socioeconomic/ factors affecting school, community, and individual student; school environment (e.g., /grouping/); /sex/ of /teacher/; and quantity and frequency of change in stimulus.

*Conclusions:*

PI and CAI offer the potential for making teaching and educational administration more creative.

*Special Features:*

/Bibliography/ -- 49 items

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00515**

Wright, Erica; Stobo, Heather

**-- Results of Student and Teacher Surveys Regarding Learning Materials Used in North York Elementary Schools.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 46 p.

## SUBJECT

/TEACHING AID/S. /Elementary school/s. /North York/
/Use/ by /student/s and /teacher/s -- Study examples: /grade 6/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
479 grade 6 students from 17 large and small elementary schools in North York; 354 teachers from those same schools. Data collected 1973.

*Methodology:*
Questionnaires were developed for students and teachers. Tables; percentages.

*Findings:*

1. While 60% of students visited the /Resource Centre/ (RC) 2 or more times a week, only 11% visited less than once a week.
2. RC materials most used (once a week or more) were: /book/s (78%), /film/s (30%), /periodical/s (26%), charts and-or /map/s (22%), /photograph/s (19%), and /phonograph/ /record/s (18%). Most used classroom materials were: books (80%), duplicated materials (47%), charts and-or maps (33%), films (25%), periodicals (19%), photographs (18%), and phonograph records (15%).
3. Over half the students said there were not enough charts and-or maps, duplicated materials, and projects completed by students in their RC.
4. Students greatly enjoyed using the RC, its /tape/ /recorder/s, projection /equipment/, and phonograph players. Television use was controlled by teachers generally, with 55% reporting its use less than once a month or never, 30% once a week or more. Of those who answered, 64% found /television/ at least 'helpful' in school.
5. Teachers relied most heavily upon printed materials and objects, somewhat less on audio, and least on /visual/ projections and audiovisual presentations. If all these materials were equally available, the disparity in use would diminish, although the order would stay the same.
6. Difficulty in obtaining materials seemed to be related to the lack of teaching /experience/, although 75% of all teachers reported difficulties at least 25% of the time. Obtaining films was the greatest problem.
7. The most experienced teachers used audiovisual materials less often than those with 10 years experience or less, although the difference was not very great.

*Conclusions:*

1. Teacher experience is related to satisfaction with materials in RC.
2. More objects and audiovisual materials should be provided for both students and teachers.

*Tests Included in Document:*
Self-made student and teacher /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00516**

Wright, Erica; Stobo, Heather

**– Results of Student and Teacher Surveys Regarding Learning Materials Used in North York Junior High Schools.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 45 p.

## SUBJECT

/RESOURCE CENTRE/S. /Junior high school/s. /North York/
  /Use/ by /student/s and /teacher/s
/TEACHING AID/S. Junior high schools. North York
  Use by students and teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
515 grade 9 students from 17 junior high schools. 293 teachers from 10 junior high schools, of whom 40% were department heads or chairmen. Not random. Data collected 1973.

*Methodology:*
Self-made questionnaire administered to students and teachers. Tables; percentages.

*Findings:*

1. While 44% of students visited the Resource Centre (RC) two or more times a week, 29% visited it less than once a week.
2. RC materials most used (once a week or more) were: /book/s (68%), /periodical/s (36%), charts and-or /map/s (29%), /film/s (19%), pictures (17%), /phonograph/ /record/s (16%). Most used classroom materials were: books (65%), charts and-or maps (51%), duplicated materials (51%), films (34%), periodicals (29%), pictures (26%), and phonograph records (17%).
3. Over half the students said there were not enough pictures, projects completed by students, phonograph records, charts and-or maps, books, slides, duplicated materials, and /tape/ /recording/s. 63% said there were enough films in their RC.
4. School /television/ was viewed by students at least once a month by only 10%, never by 45%, once a month by 41%.
5. Materials used by teachers at least twice a week, with percentages of users, were: print (verbal), 82%; print (pictorial), 52%; audio, 26%; visual, 26%; objects, 25%; audiovisual, 15%.
6. Only 24% of teachers had difficulty obtaining materials over 50% of the time, 37% never had any problem. The problem was not strongly related to teacher years of /experience/. 74% of those responding (41% of sample) had problems obtaining films.
7. Teachers most desired more objects and audiovisual materials for the RC.
8. While students greatly enjoyed using RC mechanical equipment, 91% could not always find materials they needed in the RC, and 57% needed help to find materials most of the time.

*Conclusions:*

1. If all materials were equally available, audiovisual and visual use would more than double, and the use of audio and objects would greatly increase.
2. Teaching experience cannot be particularly related to satisfaction with supply of materials in the RC.

*Tests Included in Document:*
Two self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00517**

Peebles, Dorothy
-- **Instructional Media : A Review of Research and Literature.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 25 p.

## SUBJECT

/AUDIOVISUAL AID/S. /Elementary school/s and /secondary school/s
/Evaluation/ and /use/

## ABSTRACT

*Type of Study:*
Research review; Literature review

*Methodology:*
The following categories were dealt with: /television/ (TV), /film/, other /visual/ presentations, /radio/ and /tape/ /recor[illegible]g/s, /multimedia/ kits, teacher media utilization, socializing effects of visual media, and implications for teaching and teachers.

*Findings:*
1. Despite examples of excellent research, most was apparently haphazard, poorly integrated, and lacking theoretical structure. Moreover, there was little evidence useful research findings were being applied (Allen 1973).
2. Some studies indicated that TV was as effective as regular classroom teaching for the following school levels and subjects: High school - /mathematics/, /science/, /biology/, /English/ /composition/, and mathematics computations; Elementary - scientific /reasoning/, grade 6 science, /reading/, /arithmetic/, and /French/. TV was less effective in teaching scientific and mathematical reasoning in some studies where greater student response and involvement were critical. Generally there was a pattern of no significant differences regarding the use of TV as an instructional tool.
3. Most film learning research indicated that the resultant learning and retention did not generally differ from that achieved conventionally. Participation appeared to be extremely valuable to learning when related to film presentations.
4. /Slide/s and /filmstrip/s were at least as effective as films since they allowed pacing of students and more participation. While it was suggested that such nonaudio presentations might improve student concentration, a lack of research was apparent.
5. In general, radio and tape recordings were at least as effective as conventional instruction or other media such as TV. Tapes were most used in /language/ instruction, where they clearly improved upon conventional methods alone.
6. Multimedia kits, particularly unstructured, promoted a creative student response, and although students did not feel they learned much, they actually learned a great deal.
7. While the 1972 Murray study showed that instructional media were never used as an integral component of the instructional process in the Toronto area, almost all of them were used more at the elementary than at the secondary level.
8. The Moller (1970) study showed heavy use of audiovisual materials produced a significant increase in student /motivation/, especially among those with /perceptual/ learning problems or /culturally disadvantaged/ students. Another study showed that student-produced films generated many educational benefits.

*Conclusions:*
1. How much media can contribute to achieving educational aims is beginning to be discovered. Almost all materials are useful and, used imaginatively by an effective teacher, can enhance the learning process.
2. Teachers should make increasing use of all forms of media instruction to help students develop critical and decision making abilities.

*Special Features:*
1. Summary of TV research on education, Appendix A
2. /Bibliography/, pp. 19-25

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00518**

Wright, Erica; Stobo, Heather

**-- Results of Student and Teacher Surveys Regarding Learning Materials Used in North York Secondary Schools.**

-- Willowdale : /North York Board of Education/. Educational Research Services, 1973. -- 48 p.

## SUBJECT

/RESOURCE CENTRE/S. /Secondary school/s. /North York/
  /Use/ by /student/s and /teacher/s
/TEACHING AID/S. Secondary schools. North York
  Use by students and teachers

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

406 grade 12 students from 17 North York secondary schools. 267 secondary school teachers, of whom 26% were department heads or chairmen. Data collected 1973. Not random.

*Methodology:*

Self-made questionnaires were administered to both students and teachers. Tables; percentages.

*Findings:*

1. Percentages of teachers using learning materials at least twice a week ranked by materials used were: print (/verbal/) 83%, print (pictorial) 35%, /visual/ (projected) 25%, audio 18%, objects 17%, and /audiovisual/ 9%.
2. Given their choice, teachers would greatly increase usage of visual and audiovisual materials, substantially increase use of objects, audio, and visual (pictorial) materials, while making no change in printed (verbal) usage.
3. 66% of teachers had trouble obtaining materials from the Board 25% of the time or never. Of the teachers responding (n = 139), over 75% mentioned the problem of obtaining /film/s. Although few used much audiovisual /equipment/, 5 or 6 (4%) mentioned bad /television/ reception, scheduling, and lack of sets.
4. 14% of all teachers never used audiovisual facilities, while 43% used them less than once a month.
5. Teachers were most likely to feel their resource centre was not well equipped with 3- dimensional objects (45%), audiovisual materials (30%), and visual (projected) materials (25%). The less /experience/d the teachers were, the more likely they were to feel that the resource centre was ill equipped.
6. While 35% of students used the resource centre (RC) at least twice a week, 40% used it less than once a week.
7. Items used at least twice a week at the RC were: /book/s (22%), /periodical/s (20%), records (7%), and /tape/s (3%). The same level of classroom material usage included: duplicated materials (32%), books (20%), charts and-or /map/s (12%), magazines (9%), and tape /recording/s (7%).
8. A majority of students wanted more of the following in their RC: projects completed by students (76%), books (59%), records, and pictures (about 50%). 87% encountered difficulty in obtaining RC materials some of the time, and 46% thought that finding RC materials was often a problem. 48% stated that they would not bother to wait if a material was not immediately available.

*Tests Included in Document:*

Two self-made /questionnaire/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00519**

Brenner, Lynne

**-- An Evaluation of the PEP Program : Phase II.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 40 p.

## SUBJECT

/PEP/. /Physical education/ /program/s. /Elementary school/s. /North York/

Effects on /academic achievement/, psycho/motor/ /development/, and /self concept/ of /student/s

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To determine whether the second year of a 2-year daily physical education project (PEP) under the guidance of classroom teachers resulted in improved psychomotor development, academic achievement, and self concept among elementary school students.

*Sample:*

Approximately 625 students from 12 elementary schools. Equal number of males and females selected randomly for each of /grade 1/, /grade 3/, and /grade 5/. Data collected 1972-73.

*Methodology:*

Self concept measures and tests of psychomotor skills administered to all students. /Mathematics/ /problem solving/ subtests of Metropolitan Achievement Test administered to grades 3 and 5. /Listening/ subtest of Sequential Tests of Educational Progress administered to grade 5. Means, standard deviations, and gain scores tabulated for each grade and compared with norms.

*Findings:*

1. Expected gains in psychomotor development were met or surpassed in 7 out of 8 subtests by grade 1 students and in 6 out of 8 by students in grades 3 and 5.
2. On subtests of body spatial organiation and reaction speed dexterity subtests, gains by students in all grades significantly exceeded gains expected as the normal result of maturation.
3. For grade 5 students, gains on mathematics subtests were significantly higher than expected; for grade 3 students, gains were not significantly higher.
4. There were no differences between pretest and posttest means on listening subtests for grade 5.
5. Gains in self concept were in a positive direction in all grades but were not significant.
6. Self concept scores for grade 3 students participating in PEP were significantly higher than North York /norm/s.

*Conclusions:*

The PEP program has a beneficial effect on the students' overall growth.

*Special Features:*

/Behavioural/ /objective/s of psychomotor development

*Tests Included in Document:*

/North York Self Concept Invent/ory; North York Self Concept Inventory, Primary; test items for /Psychomotor Development Measure/ for each of grades 1, 3, and 5

*Tests Used in Research but not Included in Document:*

/Metropolitan Achievement Test/, mathematics problem solving subtest; /Sequential Tests of Education/al Progress, listening subtest

Availability: MF - $0.50

**PROCESSED REPORT** **ON00521**

North York Board of Education. Educational Research Services
**– Summary of Reports of Remedial Reading Programs in North York Schools, 1972-1973.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 66 p.

## SUBJECT

/READING/. /Remedial/ /program/s. /Elementary school/s, /junior high school/s and /secondary school/s. /North York/ /Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
106 elementary schools, 22 junior high, and 16 secondary schools. Data collected 1973.

*Methodology:*
Remedial reading programs at the elementary, junior high, and secondary levels were treated separately. School principals reported data. Subjects included were: identification of students with reading problems, remedial program description, program effectiveness, recommendations, and summary. Tables give numbers and percentages of schools.

*Findings:*
1. The two most serious difficulties identified were: (a) /Perceptual/-/emotional/- /behavioural/ and-or /physical/ problems negatively affecting reading ability in 75% of elementary schools (ES), 36% of junior high schools (JHS), and 38% of secondary schools (SS); and (b) /English/ as a /second language/ problems in 69% of ES, 45% of JHS, and 44% of SS.
2. Percentages of schools using the following remedial programs were: special teacher instruction: 60% (ES), 66% (JHS); general instruction: 71% (ES), 50% (JHS), 50% (SS); special materials: 70% (ES), 45% (JHS), 56% (SS); development of specific /reading skill/s: over 25% (JHS), almost 33% (SS); expert help in organizing programs: 49% (ES), almost 50% (JHS). ES also used /game/s (25%), /Basal Reading/ Approach (44%), /Language Experience/ Approach (29%), and volunteers (62%).
3. The remedial program resulted in more student self-confidence and better /attitude/ towards school in 40% of ES, 59% of JHS, and 31% of SS.
4. Positive aspects were reported by schools, as follows: /Parent/s pleased with program: 37% (ES), 27% (JHS), 25% (SS). Reading scores improved: 28% (ES), 23% (JHS), 19% (SS). Program succeeded (no explanation): 38% (ES), 36% (JHS), 19% (SS). Certain skills learned: 17% (ES), 27% (JHS), 13% (SS). 'No comment': 17% (ES), 18% (JHS), 38%(SS).
5. Negative aspects were reported by schools, as follows. Limitations on program success: success varied by group and individual, and progress was gradual: 27% (ES), 32% (JHS), 6% (SS); lack of teachers, /experience/, less varied methods: 17% (ES), 14% (JHS), 25% (SS); no comment: 63% (ES), 68% (JHS), 69% (SS).

*Conclusions:*
1. The following types of additional assistance are recommended by the schools: continued and- or greater use of special personnel and tests: 63% (ES), 41% (JHS), 63% (SS); more financial support for purchase of materials: 25% (ES), 23% (JHS), 31% (SS); smaller classes: 34% (ES), 23% (JHS), 6% (SS); and /workshop/s for reading strategies: 42% (ES), 27% (JHS), 19% (SS).
2. Further recommendations include: staff changes; changed curriculum, 25% at all levels; better staff communication, 9% (ES), 14% (JHS), 31% (SS); and individual approach and motivation, about 18% at all levels.

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00522**

Mawson, Graham

-- The 'Lasting Impact' of a One Week Outdoor Education Program at Forest Valley.

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 22 p.

## SUBJECT

/ELEMENTARY SCHOOL/S. /North York/

Grades 1, 3 and 4 /student/s. /Attitude/s to /outdoor education/ at /Forest Valley/

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To find out students' opinions and recollections of an outdoor education program.

*Sample:*

One /grade 4/ class of 30 students; one /grade 3/ class of 42 students; and two /grade 1/ classes of 43 and 19 students. Data collected in spring 1973.

*Methodology:*

Students were asked to fill out questionnaire on their experiences at and feelings about a one- week visit to Forest Valley. They filled out the same questionnaire a month later. The grade 1 students questionnaire used picture symbols, usually faces, to represent pleased, neutral, displeased, and puzzled reactions. In addition, three males and three females from each class were interviewed at the end of the visit, and again, one month later. Tables; percentages.

*Findings:*

1. Students generally reported favourable feelings, new learning, and new self-knowledge.
2. At the second poll, though reports were slightly less favourable, most students had retained much of what they had learned.

*Tests Included in Document:*

Self-made /questionnaire/s, pp. 23-26

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00523**

Crawford, Patricia; Brenner, Lynne

**-- An Evaluation of the French Program at the Grade 7 Level.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1973. -- 61 p.

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Grade 7/. /North York/
  /Program/s. /Evaluation/
/STUDENT/S. Grade 7. North York
  /Academic achievement/ in French language
  /Attitude/s to French /Canadian/s and learning French language

## ABSTRACT

*Type of Study:*
Longitudinal

*Sample:*
Approximately 850 grade 7 students from 27 French classes in 27 different junior high schools. Data collected October 1972 and May and June 1973.

*Methodology:*
To test basic French /skill/s, achievement tests were developed and administered to students (n = 725 for written test and n = 371 for oral test). An attitude questionnaire assessed student attitudes towards French Canadians and learning French. (October n = 860, May n = 790). Teachers' (n = 25) and students' (n = 139) questionnaires probed use of materials in class. Tables; percentages; standard deviations; means.

*Findings:*
1. On the written achievement test, students obtained better results in /aural/ discrimination, /reading/, and /vocabulary/ than in /listening/ comprehension or /writing/ (n = 371). The oral test scores for sentence composition ranged from 54% to 67%; for reading, 65- 72.5%; for paragraph repetition, 43.6%; for intonation and stress, 65%; and for /pronunciation/, 87%.
2. Compared to a standard of performance established by a committee of teachers, the students nearly matched ideal estimated norms in the areas of aural recognition of vocabulary, aural discrimination, matching French sentence with picture, matching English meaning with French sentence, intonation and stress, pronunciation, and sentence comprehension. Only half matched ideal norm in the areas of written vocabulary, English equivalent for oral French sentence, French sentence with French question, all writing exercises, oral and vocabulary, and French question (familiar visual, paragraph repetition, and oral reading).
3. The attitude questionnaire indicated generally positive attitudes towards French Canadians and learning French. 68% thought it was important for all Canadians to be able to speak some French. 40% would like to be able to speak French to someone on their street. There was little change in attitude from 1972 to 1973.

*Tests Included in Document:*
Self-made tests: written and oral achievement tests, attitude questionnaire, teacher and student /questionnaire/s

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00524**

Virgin, Albert E.; Shecter, Howard E.

**-- Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 23 p.

## SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 3/
compared with /prediction/s by /kindergarten/ /teacher/s -- Study regions: /North York/

## ABSTRACT

*Type of Study:*
Experimental; Longitudinal

*Purpose:*
To determine whether kindergarten teachers can make accurate predictions of their students' grade 3 achievement.

*Sample:*
947 kindergarten students in 14 elementary schools, Western Area, North York. Of the original group, 399 grade 3 students and 43 grade 2 students still enrolled in 10 of the original 14 schools. Data collected spring 1970 and fall 1973.

*Methodology:*
Teacher predictions were collected at end of kindergarten. Students were administered Metropolitan Achievement Test and North York Self-Concept Inventory in November-December of grade 3. Grade 2 repeaters were not tested. Results are presented in tables.

*Findings:*
1. Of 79 students rated by teachers in top achievement category, 35 had scores in the top two categories on word knowledge test, 33 were at average level, 9 were in the lower middle and 2 in the lowest achievement categories.
2. Of the 68 students predicted by teachers to be performing at lowest achievement level by Grade 3, 45 (66%) did obtain word knowledge scores which fell in the bottom two achievement categories. 20 were achieving at average and 3 at above average levels.

*Conclusions:*
Teacher predictions are reasonably accurate on a group basis but not for individuals.

*Special Features:*
1. /Literature review/ on school success.
2. /Bibliography/ -- 4 items

*Tests Included in Document:*
Self-made teachers' rating sheet

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/, Elementary Form G; /North York Self Concept Invent/ory, rev. ed.

Other System: ED 130 766

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00525**

Virgin, Albert E.; Wright, Erica

-- **Some Aspects of Mobility in North York Elementary Schools.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 33 p.

## SUBJECT

/MOBILITY/. /Student/s. /Elementary school/s. /North York/
related to /grade level/s and regions

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Almost all the students in North York elementary schools (n = 55,030 in 1972). Data collected in September of 1972 and 1973.

*Methodology:*
Data provided by Computer Services on numbers of elementary school students enrolled in September 1972 who remained in their school in June and September of 1973. Data separated by region and school. Tables; graphs; percentages.

*Findings:*
1. For North York as a whole, 14% of the students had left their original school by the end of the 1972-73 school year (June), and by the end of the summer (September 1973) the cumulative total had risen to 22%.
2. The regions of North York showed relatively little variation, although the Western area had a slightly less stable student body than the Central, South East, and North East areas. The two Eastern regions had a very even in- and out-mobility; the Central and Western regions had 6% and 4% respectively more out-mobility than in-mobility.
3. School year stability for North York by grade: junior kindergarten (81%), senior kindergarten (83%), grade 1 (84%), grade 2 (86%), grade 3 (87%), grade 4 (88%), grade 5 (89%), grade 6 (87%).
4. Of the 13,790 elementary school students who left a North York school, 24% transferred to another North York school, 55% transferred to another Ontario school, 3% went to a private school, 10% moved outside Ontario, and 7% left for other reasons.
5. Of the 12,050 new students, 32% came from North York, 47% from Ontario, 2% from private schools, and 18% from outside Ontario.

*Special Features:*
/Bibliography/ -- 25 items

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00526**

Wright, Erica
Georges Vanier C.I. Guidance Staff
-- **Student Survey Regarding Career Information Needs.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 19 p.

## SUBJECT

/STUDENT/S. /Secondary school/s. /North York/
/Choice/ of /career/s. Criteria and sources of /information/ and /guidance/ -- Study examples: /grades 9-12/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
278 grades 9-12 students randomly selected from a North York secondary school; 73% of sample were in the advanced level program; 25% were in general programs. Data collected early 1974.

*Methodology:*
A self-made, pilot-tested, closed questionnaire was administered. Tables; percentages.

*Findings:*
1. First preference as method of learning about a career: on-the-job experience (22%), work and study (17%), talking with someone in the field (14%), observing someone at work (13%), reading (9%), talking to counsellor or experienced teacher (8%), and 'other' (16%).
2. Combined first five preferences as methods of learning about a career: observing someone at work (64%), talking with someone in field (63%), on-the-job experience (60%), work and study (51%), visiting work location (50%), talking to counsellor or experienced teacher (48%), reading (45%), talking to relatives (26%), watching /film/ (23%), talking to friends (14%), Manpower (11%), resource people (11%), and class discussion (9%).
3. Percent who gave 'high importance' to following aspects of a career decision: your /interest/s (82%), /employment/ opportunities (64%), future trends (64%), educational requirements (60%), work environment (58%), /salary/ (52%), own strengths or weaknesses (48%), working with people (45%), contributing to society (33%), location (23%), prestige (14%), and /parental/ preference (9%).
4. Of the 62% of the sample (n = 172) who had made decisions about a future career, the most helpful activity in making that decision was: talking to someone in the field (26%), work study (21%), talking to counsellor (12%), interest or aptitude tests (10%), job descriptions (9%), educational requirements (6%), job opportunities (6%), and 'other' (2%). Total equals 92%.
5. 47% of students had used the /Student Guidance Information/ Services. 41% of these found them quite helpful, 39% 'all right-not bad,' 16% not helpful.
6. Future plans: 43% /university/, 19% /community college/, 23% unsure, 12% seek employment, 1% apprenticeship.

*Tests Included in Document:*
Self-made /questionnaire/

*Notes:*
Wider sample of students from across Metropolitan Toronto was used in ON00530
ON00739 reports on a later survey using similar questionnaire.

Related Records: ON00530

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00527**

Virgin, Albert E.; Derby, Lawrence M.
-- **1974 Replication and Follow-up of a Survey of Mathematics and Reading Skills.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 26 p.

## SUBJECT

/STUDENT/S. Grades 3, 5, 6, 9, and 12. /North York/
/Academic achievement/ in /mathematics/ and /reading achievement/

## ABSTRACT

*Type of Study:*
Longitudinal; Comparative

*Sample:*
1,450 students in /grade 3/, 1,500 in /grade 5/, 1,540 in /grade 6/, 585 in /grade 9/, and 530 in /grade 12/. At the elementary level, all small schools and randomly selected classes from large schools were tested; the sample for higher grades was random for individuals in English or mathematics. Data collected 1974.

*Methodology:*
Reading and mathematics subtests of Metropolitan Achievement Test were administered to grades 3, 5 and 6; mathematics subtest administered to grade 9. Reading subtest of Sequential Tests of Educational Progress was administered to grades 9 and 12. Quantitative subtest of School and College Ability Test was administered to grade 12. Comparisons of 1972 and 1974 results; tables of means and standard deviations.

*Findings:*
1. North York achievement in both reading and mathematics compared favourably with the American norms in all grades tested.
2. Average growth over the two years from grade 3 to grade 5 was above that expected in both reading and mathematics.
3. 1974 grade 9 reading raw score means showed an average drop of 10% since 1972 (about 14 percentile points). There were very slight drops in grade 3, grade 6, and grade 12, and a slight increase in scores at the low end of the scale.
4. The 1974 raw mean scores in mathematics showed either no change from 1972 or a decrease in scores at the low end of the scale.
5. The mathematics scores for both years showed above norm performance in grade 5, grade 6, and grade 12, and norm level performance in grade 3 and grade 9.

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/s, /Sequential Tests of Education/al Progress; /School and College Ability/ Tests

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00528**

Wright, Erica

-- **A Survey of Elementary Teachers of Science.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 28 p.

## SUBJECT

/NATURAL SCIENCE/S. /Curriculum/ subjects. /Elementary school/s. /North York/
/Master teacher/s: Science leaders. /Use/ by /teacher/s
/Teaching method/s
Units of study: Curriculum Guidelines in Science. Use by teachers -- Study examples: grades 1, 3, 4, and 6

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe science teachers' procedures and their use of the 'Curriculum Guidelines in Science', and to assist consultants who advise science teachers.

*Sample:*
189 North York teachers (79% of those approached) in /grade 1/, /grade 3/, /grade 4/, and /grade 6/. Randomly selected. Data collected 1974. Sample was 69% female.

*Methodology:*
Self-made, pilot-tested questionnaire was used. Tables; percentages.

*Findings:*
1. The most common sources of ideas for science were: own ideas (85%), 'Curriculum Guidelines in Science' (74%), 'your children' (72%), texts and books (68%), other teachers (57%), /consultant/s (19%).
2. About 60% of teachers spent between 1-3 hours a week on science.
3. 49% felt the arrival of the 'Curriculum Guidelines in Science' had at least 'some' effect on the amount of science taught; 45% felt it did not affect the amount.
4. 'Of most use' in teaching more science were: more supplies and /equipment/ (60%), /workshop/s by consultant (58%), assistance from consultant (32%), help from another teacher (19%).
5. 11% were Science Leaders; 23% had requested help from a Science Leader, 58% had not.
6. 87% of teachers had read the introductory pages to the 'Curriculum Guidelines in Science'. Of those (n = 139), 52% found them at least 'quite useful,' 34% 'not too useful,' and 15% gave no answer.
7. Of the six science units, the average teacher used three and one-half. The most popular was 'Change-Living Things' (71%) and the least used was 'Heredity and Environment' (38%).
8. Over three-fourths of the teachers found that /language/, social and environmental studies, /mathematics/, and /art/ became involved in the study of science.
9. Almost all teacher comments about teaching science were positive.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00529**

Crawford, Patricia; Virgin, Albert E.

**– An Interim Report of the Grade 1 Intervention Program 1973-74.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 11 p.

## SUBJECT

/REMEDIAL/ /PROGRAM/S. /Student/s. /Grade 1/. /North York/
/Evaluation/

## ABSTRACT

*Type of Study:*
Descriptive; Longitudinal

*Purpose:*
To describe the North York /Intervention/ Program for the grade 1 students who were identified as likely to have limited school success; and to provide preliminary results of the program.

*Sample:*
Pilot test 1972-73: 16 grade 1 classrooms. In 1973-74, 73 elementary schools chose to participate. From 4,040 grade 1 students, 595 (15%) identified as needing help; 480 identified students, and 3,100 not identified as in need of help, completed posttest.

*Methodology:*
/Volunteer/s were recruited from a variety of sources to assist classroom teachers. As teachers organized their own programs, volunteers were used in a variety of ways. Students in need were identified on five pieces of data: three measures of /academic achievement/ (standardized tests and a teacher rating) and two measures of /social/ /behaviour/ (North York /Self Concept/ Inventory and a teacher rating). Students scoring one standard deviation below class average on two of three achievement measures, and one to two social measures were identified as potentially high risk. All students posttested in April 1974. Results by class compared with 1974 results from 'Accuracy of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance.' Tables; means; standard deviations.

*Findings:*
1. After intervention, identified students made gains on both reading and numbers subtest (completed 15 more items correctly).
2. Self concepts of students in /early identification/ program were improved.
3. Other students (not identified as needing help) in the class also gained on both measures of academic achievement (9 more items).
4. Nonidentified students maintained relatively high self concept.
5. On all measures, compared to teachers' predictions, the percentage of identified students whose gains were above the average gain for their class was considerably higher than expected.

*Conclusions:*
Gains for identified students as a group are evident on all measures.

*Special Features:*
/Bibliography/ -- 9 items

*Tests Used in Research but not Included in Document:*
/Metropolitan Achievement Test/, Primary - /Reading subtest/ and /Numbers subtest/; /North York Self Concept Invent/ory - Primary; self-made teacher ratings

*Notes:*
Results by class compared with results in ON00524.

Related Records: ON00524

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00530

Huff, E.E.; Wright, Erica

**-- A Survey of Student Needs and Priorities Related to Career Information.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 37 p.

## SUBJECT

/STUDENT/S. /Secondary school/s. /Metropolitan Toronto/
/Choice/ of /career/s. Criteria and sources of /information/ and /guidance/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Student volunteers from 46 Metropolitan Toronto secondary schools (n = 3,960). Random classes in these schools. Data collected in spring 1974.

*Methodology:*
Self-made questionnaires were administered by the schools. Percentage tables.

*Findings:*
1. Over 70% of the students were at the advanced level, and 22% at the general level. Half intended to go to /university/, 16% to a /community college/, and only 14% intended to start working after high school.
2. Of the whole sample, which ranged from grades 9-13, only 16% had very specific career plans (more /female/s than /male/s), 41% had fairly specific plans, and 39% were uncertain.
3. 'Very important' factors in a career decision were: (a) /interest/s and (b) /satisfaction/ of personal /need/s, goals, and /value/s (about 60% each). Of lesser importance were: educational requirements 39%; /employment/ /opportunities/ in field 34%; future trends in area 34%; own strengths and weaknesses 30%; working with people 30%; working environment 27%; /salary/ 25%; opportunity to contribute to society 19%; location 11%; prestige 9%; and /parental/ desires 5%. Female students were twice as interested in opportunities for working with people as males. Salary ranked ninth among female and sixth among male students.
4. There was general agreement between the sexes on how best to learn about a job. Most favoured were: talking to employed persons 50%; on-the-job experience 47%; observing employee 46%; work-study program 43%; reading 27%; visiting job site 20%; talking to guidance counsellor 18%; and talking to parents 12%.
5. 58% felt they had access to sufficient career information, while 38% did not.
6. Suggested improvements were: more speakers, trips, experience, and work-study 10%; group seminars 4%. Most important critical comments were directed at: guidance department information 18%; guidance counsellors 17%; teachers 7%.

*Special Features:*
Suggested Future Action, p. 31 -- 7 items

*Tests Included in Document:*
Self-made /questionnaire/, Appendix A

*Notes:*
Original questionnaire developed for ON00526 was revised and simplified.

Related Records: ON00526

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00531**

Math, Hannah; Brenner, Lynne; Wright, Erica
**-- A Survey of Teacher Attitudes Towards Physical Education (Central Area).**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1975. -- 14 p.

## SUBJECT

/PHYSICAL EDUCATION/. /Curriculum/ subjects. /Elementary school/s. /North York/
/Attitude/s of /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Self selected sample of kindergarten and elementary school teachers: 96 in fall 1974, 75 in spring 1975.

*Methodology:*
Self-made questionnaire administered twice. Tables; percentages.

*Findings:*
1. Over two-thirds of sample were satisfied with the facilities available to them.
2. More teachers were involved more frequently in personal physical activities outside the school.
3. 92% of sample conducted physical education (PE) activities either daily or 3 to 4 times a week.
4. More teachers were spending longer on PE activities.
5. Percentage of sample who enjoyed PE activities increased from 67% to 80%.
6. 95% of the /student/s were said to enjoy PE.
7. 97% of sample felt that a daily PE program was important.
8. 87% of sample did not have any major difficulty with their PE program.
9. 75% of sample observed positive effects of PE program on attitudes and-or performance of their students.

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00532**

**Moore, E.**

**-- Summary of Results of the Survey of Standardized Testing and Evaluation.**

**-- Willowdale : /North York Board of Education/, Educational Research Services, 1969. -- 37 p.**

## SUBJECT

**/STANDARDIZED TEST/S. /Student/s. /Elementary school/s, /junior high school/s, and /secondary school/s. /North York/**
**/Evaluation/ by /principal/s and /teacher/s**
**/Utilization/**

## ABSTRACT

***Type of Study:***
**Descriptive**

***Sample:***
Elementary school teachers (n = 252) and principals (n = 31), other = 18; junior high school teachers (n = 47) and principals (n = 17), other = 30; and secondary school teachers (n = 70) and princiapls (n = 10); other = 29.

***Methodology:***
Six questionnaires sent to all Borough staff through principals; 5 forms each answered anonymously by all staff, the sixth answered by principals only. Persons wishing to comment on responses were asked to volunteer for interview; 46 initially volunteered; 23 of these were unable to attend any of 4 meetings arranged. Percentages; tables.

***Findings:***
1. 3 most common uses of tests were as a guide to /grouping/ students, as a /diagnostic/ assessment tool, and in /remedial/ instruction.
2. Many respondents were critical of particular tests or of standardized tests in general. A minority of elementary school respondents but large majorities of junior high and secondary school staff favoured at least some standardized /compulsory/ /group/ testing. Few respondents admitted to basing any judgment or decision on standardized tests alone.
3. Suggestions included more guidance in using tests and special tests for non-English speaking students and the handicapped.

Availability: MF - $0.50

**PROCESSED REPORT** **ON00533**

Shapson, Stanley M.; Crawford, Patricia

**-- A Further Examination of an Instrument Developed to Measure the Self-Esteem of Slow Learners at Yorkdale Secondary School.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 22 p.

## SUBJECT

/SELF ESTEEM/. /Slow learner/s. /Yorkdale S.S./, /North York/
compared by /sex/ and years at school
/Measurement/. Use of Comfort's Self Esteem Scale compared with IOX Self Appraisal Inventory
related to /employability/

## ABSTRACT

*Type of Study:*
Descriptive; Methodological

*Sample:*
76 /male/ and 42 /female/ /student/s completing their first year at Yorkdale (Juniors); 67 males and 37 females completing their second year at Yorkdale (Seniors). Teachers.

*Methodology:*
Teachers rated students on probable employability; students given IOX Self Appraisal Inventory and the experimental Comfort's Self Esteem Scale. Correlations; tables; graphs; means; standard deviations; analysis of variance; chi square.

*Findings:*
1. Seniors outscored Juniors on IOX but not on Comfort. There were no male-female differences.
2. On average, high-low employability correlated well with high-low self esteem scores.
3. Comfort correlated with IOX at $r = 0.65$ overall, but only at $r = 0.46$ on the school subscale.
4. There was a slight tendency for teachers to rate Seniors as more employable than Juniors. There was no difference between females and males on employability.

*Tests Included in Document:*
/Comfort's Self Esteem Scale/; /IOX Self Appraisal Inventory/; Teacher Rating Form

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00534

Keith, Robert F.

-- **The Use of Audio-Visual Materials in Two K-6 Schools.**

-- Toronto : /York Borough Board/ of Education, Research Dept., 1969. -- 8 p.

## SUBJECT

/AUDIOVISUAL AID/S. /Junior school/s. /York Borough/
/Use/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine the nature and frequency of use of various audiovisual materials. Prepared for the Instructional Materials Committee.

*Sample:*
23 teachers in two K-6 schools. Data collected over a 6-week period during spring 1969.

*Methodology:*
Teachers were asked to record the source and use of instructional materials and their comments.

*Findings:*
1. Showings of /television/ programs averaged one showing per week per class (128 programs).
2. Showings of 16 mm. /film/s averaged slightly less than one film per week per class (91 films).
3. More than one-half of the classes saw no /filmstrip/s and heard no /audiotape/s over the period.
4. Negative comments by teachers centred on the relevance of content and on the condition of materials.

*Tests Included in Document:*
Recording Form for teachers

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00535

Sussman, Susan

**-- Utilization of and Teachers' Attitudes Towards Educational Television Facilities in the Schools of the Board of Education for the Borough of York. Edited by Suzanne Ziegler**

-- Toronto : /York Borough Board/ of Education, Research Dept., 1973. -- 45 p.

## SUBJECT

/ETV/. Schools. /York Borough/
  /Use/. /Attitude/s of /teacher/s
  Use by teachers. Effects of /audiovisual/ /equipment/, /television/ sets, /videotape/ /recorder/s, and production facilities

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
All /principal/s in the Borough of York; random sample of one-fourth of York Borough's teachers. Data collected February 1973.

*Methodology:*
Questionnaires sent to principals and teachers in the Borough of York.

*Findings:*
1. /Junior school/s had less ETV equipment than did /senior public school/s and /secondary school/s.
2. The ratio of teachers to pieces of ETV equipment had a significant effect on utilization rates.
3. Reception quality had little effect on rates of utilization.
4. Utilization of television was highest in the lower grades.
5. /Primary grade/ and /junior grade/ teachers used live TV broadcasts most frequently; /intermediate grade/ and/senior grade/ teachers used videotapes more frequently.

*Conclusions:*
1. Teachers who use ETV should be given easy access to equipment.
2. Interaction between teachers using ETV and those not using it should be encouraged within and among schools.
3. Schools with a community cable signal should be internally cabled.
4. Teachers should be prepared before receiving television equipment.
5. The study of television as a communication medium should be included in both elementary and secondary school programs.
6. Preservice teacher education should include television education.

*Special Features:*
1. /Bibliography/ -- 2 p
2. /Research review/

*Tests Included in Document:*
Self-made /questionnaire/

Other System: ED 086 211

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00536**

**Ziegler, Suzanne**
**-- Open-Plan Schools, Open-Area Classrooms, and Open Education : Attitudes and Practices in the Borough of York.**
**-- Toronto : /York Borough Board/ of Education, Research Dept., 1973. -- 50 p.**

## SUBJECT

**/OPEN PLAN/ /CLASSROOM/S. /Traditional plan/ /school/s. /Elementary school/s. /York Borough/**
**/Teacher/s. /Attitude/s to /open education/ and open plan schools compared with attitudes of teachers in traditional plan classrooms and open plan schools**

## ABSTRACT

*Type of Study:*
Comparative; Literature review

*Purpose:*
To describe the degree of /satisfaction/ experienced by teachers in open plan settings and to compare teachers in open plan and traditional plan schools in terms of /background/, attitudes, and practices.

*Sample:*
94 randomly selected teachers in primary, junior, and intermediate divisions: 17 teaching in open areas of open plan (OP) schools; 16 in open areas of predominantly traditional plan (TP) schools and 18 in enclosed areas of these schools; and 43 in schools with traditional classroom architecture.

*Methodology:*
Teachers completed questionnaire on professional background, /experience/ with open plan schools, and attitudes to open plan philosophy and practices. Percentages, tables.

*Findings:*
1. One-third of the teachers in OP schools would not reapply; two-thirds of the teachers in TP schools would not apply for positions in an OP school.
2. Teachers in OP situations were less experienced, but were less likely to be first year teachers.
3. A majority of the sample had no experience in OP teaching.
4. The correlation between OP preparation and placement in OP schools was not significant.
5. Only one in four teachers in an OP plan situation requested the assignment.
6. Satisfaction with OP teaching was related more to whether the assignment was requested than to preparation or /inservice/ education.
7. Three-quarters of the sample (with no significant difference between teachers with or without OP experience) believed OP situations produced greater strain and /workload/.
8. There was no relationship between architecture of the school or teaching area and positive evaluation of the school as a learning /environment/.
9. Teachers in open areas of traditional schools were least likely to believe there was more /noise/ in their schools than in most schools.
10. Teachers in open areas of either type of school were more likely to believe that they and their students lacked /privacy/.
11. There was no significant relationship between teaching in open areas and positive attitudes towards the philosophy of open education.
12. Teachers favourable to open education philosophy were not significantly more likely to implement open educational practices.

*Special Features:*
1. /Bibliography/ -- 30 items
2. Bibliography of bibliographies on open plan schools and open education
3. Literature review, pp. 10-21

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00537

York Borough Board of Education. MERS Learner Characteristics Commitee
-- **Glasser : Relevance-Involvement-Thinking.**
-- Toronto : /York Borough Board/ of Education, n.d. -- 14 p. ( -- Project ; 1)

## SUBJECT

/GLASSER, WILLIAM/
Theories of /student/ /behaviour/ -- For /teaching/

## ANNOTATION

A pamphlet to introduce teachers to William Glasser's theories of education and to resource materials expounding them. Outlines Glasser's theories on the role of success in /learning/ and the use of positive encouragement and natural consequences instead of contrived punishment in /discipline/ and classroom management. Includes an /annotated bibliography/ of books and print items and a list of films and audiotapes.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00538
Keith, Robert F.
-- **ETV Facilities in a Junior School: (Briar Hill Jr. School) : A Survey of Utilization Patterns and Teacher and Student Opinions.**
-- Toronto : /York Borough Board/ of Education, Research Dept., 1970. -- 15 p.

## SUBJECT

/ETV/. /Junior school/s. /York Borough/
/Use/
/Attitude/s of /student/s
Attitudes of /teacher/s to ETV as a /teaching aid/ -- Study examples: Briar Hill Jr. School

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To analyse the use of broadcast television, /film/, and /videotape/ /recording/s by the first school in the Borough to be equipped with cable television and videotape playback facilities.

*Sample:*
Students and staff in 13 classrooms at Briar Hill Jr. School. Data collected from January- March 1970.

*Methodology:*
Record kept for January, February, and March in 13 classrooms of use of films, videotapes, and broadcasts; teachers polled on opinions on ETV and how it would affect their teaching. Three /grade 5/ and /grade 6/ classes asked to write very brief statement of opinion on ETV. Tables; discussion.

*Findings:*
1. Over 7 weeks, the classes watched from 0-20 films (average one or more per class per week); from 0-7 videotapes (average 0.25 per class per week); and from 2-26 ETV broadcasts (average one or more per class per week).
2. Teachers felt that ETV provided unique experiences and acted as an attention holder, motivator and reinforcer, but may have felt existing programs were inadequate. They felt best about ETV when schedules were available far enough in advance that they could plan long-term approaches to a topic or theme, using complementary tools; and when a series pursued a given theme or topic, motivating students to undertake follow-up activities.
3. Students were generally favourable to ETV, but were annoyed by panel and talking-head programs. Some students reported that ETV had given them ideas for follow-up or artistic activities; that they watched their classroom programs when sick at home, and that they were interested in making their own videotapes. Many asked for better and more diverse programs. 2 New Canadians found ETV to be more easily understood than their teacher.

*Conclusions:*
1. ETV is most useful when teachers plan well in advance and have sufficient supporting and reference materials.
2. ETV would be used more often if teachers were more accustomed to it, had early notice of schedules, and knew contents of programs; videotape and film might be used more often if delivery were prompt and reliable; and if the content and format of films, videotapes, and broadcasts were improved.
3. It may be advisable to conduct similar studies in any additional schools that are similarly equipped.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00539**

Keith, Robert F.

-- **Library Resource Centres Evening Program : Analysis of Use Patterns, Report No. 1.**

-- Toronto : /York Borough Board/ of Education, Research Dept., 1970. -- 11 p.

## SUBJECT

/RESOURCE CENTRE/S. Schools. /York Borough/
/Use/ in evenings -- Study examples: /collegiate/s and /senior public school/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
682 visitors to library resource centres open to the public during week nights at 2 collegiates and 1 senior public school. Data collected over a 3-month period of 1969.

*Methodology:*
Visitors to the centres were asked to fill out forms indicating student status, purpose for attending, availability of /information/, and usage of /public library/ facilities.

*Findings:*
1. Average attendance ranged between 8 and 17 visitors per night for the three facilities.
2. 75% of the visitors attended only once or twice.
3. 10% of the visitors attended more than 5 times.
4. There was a high utilization of the facilities by elementary students (82%, 53%, and 26% for the 3 centres).
5. Utilization by night school students was low (12% and 21% at the 2 collegiates).
6. Utilization by the general public was low (3%, 2%, and 2%).
7. Primary reason given for attendance was work on projects and assignments (49%, 35%, and 32%).
8. Visitors overwhelmingly reported that the information sought was located.
9. Majority of those attending indicated they also made use of public library facilities.

*Conclusions:*
The resource centres are serving a function in students' educational programs.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00540

Keith, Robert F.

-- Library Resource Centres Evening Program : Analysis of Use Patterns, Report No. 2.

-- Toronto : /York Borough Board/ of Education, Research Dept., 1970. -- 15 p.

## SUBJECT

/RESOURCE CENTRE/S. Schools. /York Borough/

/Use/ in evenings -- Study examples: /collegiate/s

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

348 visitors to library resource centres at 2 collegiates open to the public during week nights. Data collected over an 8-week period of 1970.

*Methodology:*

Visitors to the centres were asked to fill out forms indicating student status and reasons for attending.

*Findings:*

1. Approximately 60% of the visitors attended only once.
2. 10% of the visitors attended more that 5 times.
3. Attendance by /elementary school/ students accounted for 59% of the visitors to /Vaughan Rd. C.I./ (V) and 6% of the visits to /York Memorial C.I./ (Y).
4. Utilization by the general public was low (2% V, 2% Y).
5. Utilization by /night school/ students was low (7% V, 21% Y).
6. Secondary school students accounted for 32% (V) and 71% (Y) of the visits.
7. /Homework/ and study accounted for 19% (V) and 58% (Y) of the visits.
8. Little use was made of /audiovisual/ materials.
9. Work on projects and assignments was given as the reason for attending by 45% (V) and 12% (Y).

*Conclusions:*

Although the centres are meeting a variety of needs, the program could be altered to provide better service to night school students and the general public.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00541**

Keith, Robert F.

-- **The Instructional Materials Centre : A Study of Teacher Utilization.**

-- Toronto : /York Borough Board/ of Education, Research Dept., 1969. -- 19 p.

## SUBJECT

/RESOURCE CENTRE/S. /Board of Education/. /York Borough/
/Instructional Materials Centre/. /Use/ by /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe the manner and degree of teacher use of the borough's Instructional Materials Centre and to provide base line data that can be used for future comparisons of use patterns of the Centre's facilities.

*Sample:*
Junior kindergarten (JK)-grade 13 teachers at all borough schools. Data collected September 1967-March 1969.

*Methodology:*
Data collected from forms teachers used to request services and facilities of the Centre, which included 16 mm. /film/s, /videotape/ and /audiotape/ /recording/s, 35 mm. /slide/s, and miscellaneous items. Request frequencies tabulated by school and grade level; comparisons made of various types of materials requested.

*Findings:*
1. At elementary schools, film use was more common in grades K-6 than in JK, grade 7, and grade 8. Films were used more often in schools with relatively unstructured grades 7-8 program than in schools with grades 7-8 on rotary.
2. Film was used more often in elementary schools than secondary, while the reverse was true of videotape recordings. There were fewer requests for videotape from /vocational/ /school/s than from other secondary schools. Videotape request frequencies were dependent on the fact that one videotape recorder unit was shared by all schools.
3. Percentage of staff requesting audiotapes, slides, or miscellaneous items was lower than for films or videotapes. Use of slides at one secondary school (46 requests; 14 teachers; 1,689 slides) was encouraged by a single enthusiastic teacher.

*Conclusions:*
1. Film use may be inhibited in JK and secondary schools by shortage of suitable films and in grades 7-8 by /scheduling/ /problem/s of rotary system.
2. Centre should make teachers more aware of its services and their possible uses.
3. Researchers might consider the effects on media use of school design and facilities, teacher and principal personalities, teaching methodologies, and subject content.
4. Caution should be used in interpreting the results of this study because: (a) data did not reflect total use of types of Centre materials as it showed only single requests for an item that may have been used by several teachers in several classes; (b) many teachers used similar materials housed in their own resource centres; (c) commercial and language departments used audiotapes from other sources and individual schools had copies in their own libraries; and (d) it was the first year the Centre had 35 mm. slides.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00542**

**Stobo, Heather**
**-- A Survey of High School Drop-Outs in Two Schools in the Borough of York, 1971-72. dited by Suzanne Ziegler**
**-- Toronto : /York Borough Board/ of Education, Research Dept., 1973. -- 77 p.**

## SUBJECT

**/DROPOUT/S. /Student/s. /Secondary school/s. /York Borough/**
**--Study examples: /George Harvey S.S./ and /Vaughan Rd. C.I./**

## ABSTRACT

***Type of Study:***
**Descriptive**

***Purpose:***
**To investigate reasons for and circumstances surrounding students' failure to complete high school, and to obtain information on their situation after leaving school.**

***Sample:***
**101 George Harvey S.S. students and 58 Vaughan Road C.I. students who had dropped out of school between September 1971-September 1972.**

***Methodology:***
**Data obtained from Ontario School Records and from students during informal loosely structured telephone interviews based on a questionnaire. Data included date of leaving, age, reasons for leaving, family background, school marks and attendance records, present status, future educational plans, and suggestions for improvement of school system. Dropout rates are compared in terms of data collected. Percentage tables.**

***Findings:***

1. **Most dropouts were at least 17 years old and had been in a /4-year/ /business/ course.**
2. **There were more /male/ than /female/ dropouts and more dropouts from the higher grades (/grades 11-12/).**
3. **Most dropouts left school after the first semester and were failing courses when they left. Many of them had repeated grades and had poor /attendance/ records.**
4. **Almost three-quarters of sample were now /employed/; the majority were satisfied with their jobs. Only 40% of sample regretted leaving school, although 60% planned to resume their education at some later date.**
5. **There were many more favourable than unfavourable comments about school administrative, guidance, and office staffs, and students. Criticisms and suggestions for improvement in school system were not unanimous.**

***Conclusions:***

1. **Poor /mark/s and being forced to repeat a grade could be a contributing factor to dropping out.**
2. **Increased /remedial/ /program/s and more intensive /counselling/ of students and parents at elementary school level might curb early school leaving.**
3. **Although most dropouts are satisfied with their jobs, their obvious desire to complete their schooling suggests that follow-up by school counsellors would be worthwhile.**

***Special Features:***

1. **/Bibliography/ -- 13 items**
2. **Summary of previous research on dropouts from 1965-1973**

***Tests Included in Document:***
**Self-made /questionnaire/, pp. 70-72**

**Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto**

**PROCESSED REPORT** **ON00543**

**York Borough Board of Education. Research Dept.**

**-- Class Size Report.**

**-- Toronto : /York Borough Board/ of Education, Research Dept., 1973. -- 29 p.**

## SUBJECT

**OPTIMUM /CLASS SIZE/. Schools. /York Borough/**
**Guidelines**

## ABSTRACT

***Type of Study:***
**Descriptive; Discursive**

***Purpose:***
**To establish by means of representation from various groups an optimum class size.**

***Sample:***
**Public School /Principal/s' Association, Secondary School Principals' Association, local branches of the three teachers' federations, School Consultative Committees, /Council of Student Council/ Presidents, Education Council.**

***Methodology:***
Graphs showing the range of class sizes in /junior kindergarten/ (JK), senior /kindergarten/, /grade 1/, /grades 2-6/,/grades 7-8/, /home economics/ and /industrial arts/, /academic/ and /shop/ /class/es in occupational schools, special vocational schools, and all other secondary schools in York Borough in September 1973 were sent to groups surveyed for opinion on optimum class size. Principals were sent memoranda and resource materials such as journal articles about keeping class size to a minimum. Meetings were held with principals to discuss class size, and they were asked to examine enrolments.

***Findings:***
1. The York Elementary Principals' Association accepted the Optimum Class Size Scale that was presented to the principals.
2. The York Secondary School Principals' Association agreed with the Class Size Proposals presented in the report to the York Borough Board of Education.
3. The Borough of York Women Teachers' Association recommended that the Board establish optimum class sizes after consultation with staff, students, and parents. Their recommendations for a class size scale had median sizes with a range of plus or minus 3. The median sizes ranged from 6 for /special education/ classes to 18 for JK and 27 for grades 3-6 and 7-8 (academic).
4. The Borough of York Public School Men Teachers' Federation supported the need for a study on optimum class size and the use of a median number with a plus or minus factor. The Federation wanted further discussion in order to determine the exact number for each category.
5. The Ontario Secondary School Teachers' Federation (/OSSTF/) District 4, also supported the spirit of optimum class size but wanted more time to look at the proposal.
6. The Council of Student Council Presidents conducted a survey on student opinion of class size. They sent questionnaires to one class in each grade in each school. They found that average class size ranged from 22-25; grades 12 and 13 were the smallest, and grade 9 the largest. No clear relationship between course and class size or between method of instruction and class size. Students tended to prefer class size of 15-20.
7. School Consultative Committees agreed that smaller classes are necessary.

***Conclusions:***
The York Board concluded that guidelines for optimum class size were necessary, and consequently an optimum class size scale was developed. The medians for classes ranged from 15 for home economics and industrial arts classes to 30 for grades 2-6 and 7-8 (academic). The plus or minus factor is 5 in most cases, although for secondary academic classes the optimal class size was 25, plus or minus 10.

***Special Features:***
Appendices contain copies of memoranda and resource materials sent to principals.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00544**

Reich, Carol M.
**-- The Effect of Teacher's Sex on Career Development.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 77 p. ( -- Report ; 131)

## SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s
/Career/s: /qualification/s, /experience/, and /promotion/ compared by /sex/ -- Study regions: /Toronto/

## ABSTRACT

*Type of Study:*
Comparative; Theoretical

*Purpose:*
To discover how a woman's view of herself translates into professional activities and how these activities facilitate or hinder her chances for promotion.

*Sample:*
Elementary school teachers(n = 256 female, 286 male); secondary school teachers (n = 210 female, 344 male), including /principal/s at both levels. 67 /administrator/s.

*Methodology:*
Sample was selected randomly. More than 70% replied. Questionnaire was self-made but partially based on two earlier studies. Comparison of results with other studies was made. A theoretical model of career development included 7 factors: paper credentials, job performance, encouragement, occupational values, number of applications, number of offers, and position. Influence of factors on each other and effect of sex on each factor were analyzed in order to determine amount of variance each accounted for, and also to determine cumulative effects. Regression analyses and stepwise multiple regression analyses were used. Tables.

*Findings:*
1. Female teachers were younger, had less experience, but no less /mobility/ than males. They did have more interruptions in their career than males (69% vs. 43%). 68% of Toronto women aspire to positions of responsibility compared to 9% and virtually 0% in other studies.
2. There were limitations in advancement due to sex all along the path of career development. As the effects were cumulative, the pool of females compared to the pool of males available for advancement was much smaller.

*Conclusions:*
1. School system must take steps to overcome initial /socialization/.
2. Two possible ways to help females accumulate experience are more /part-time/ work and more /day care/.
3. Females need to be encouraged to earn degrees, to aim for high levels of performance, and to apply for promotions. System's attitudes towards females need to be positive.

*Special Features:*
1. /Bibliography/ -- 16 items
2. Substudy on self-report data on /innovative/ness, p. 66

*Tests Included in Document:*
Self-made/questionnaire/, pp. 44-52

Other System: ED 115 595

ISBN 0-88881-130-6

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00545**

Gershman, Janis S.; Wright, Edgar N.

**– Student 'Flow-Through' in Special Edustion.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 13 p. ( -- Report ; 127)

## SUBJECT

/SPECIAL EDUCATION/. /Program/s. /Elementary school/s. /Toronto/
/Evaluation/

/STUDENT/S. Special classes. Elementary schools. Toronto
Return to regular classes compared by /age/, programs, /sex/, and /socioeconomic/ /characteristic/s

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
To evaluate the success of the special education program by determining the percentage of the students returned to a regular classroom.

*Sample:*
All 7-10-year old students (n = 696) enrolled in special education classes in 1970 (except for those enrolled for medical reasons). Data collected February 1975.

*Methodology:*
Identification numbers of special students of 1970 were matched with master student files to determine school status in 1975. Data were analyzed by type of special class, sex, age, and socioeconomic status. Tables; percentages; significance test.

*Findings:*
1. 51% of the sample had left the Toronto school system in 1975.
2. Of those still in the system, 32% had returned to regular classes, while 68% were still in special classes.
3. Students in specialized programs (such as /perceptual/, /behavioural/, or special /reading/) were more likely to return to regular classes than those in /opportunity class/ programs.
4. The younger a student was in 1970, the more likely he-she was to return to a regular classroom.
5. Students of lower socioeconomic background were overrepresented in special classes and were less likely to return to a regular classroom.
6. Data did not indicate whether students were functioning adequately upon return to a regular classroom.

*Conclusions:*
Evaluating the success of the special education program by the percentage of students returning to a regular classroom is complicated by many factors, such as socioeconomic background of students, type of program, and /mobility/ of students.

ISBN 088881-126-8

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00546**

Kong, Shiu L.; McMurray, J.G.

-- **Teacher Characteristics Associated with Positive and Negative Reactions to a Message Advocating Educational Change.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1965. -- 35 p.

## SUBJECT

/TEACHER/S. /Elementary school/s

Response to /innovation/ related to /age/ and /teaching/ /experience/ -- Study regions: /North York/ -- Sample population: /primary grade/ teachers

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To examine the effects of an administration /communication/ message on various kinds of teachers.

*Sample:*

171 of 581 primary school teachers in 26 of 78 schools. Data collected 1963-65.

*Methodology:*

Schools chosen were representative of all in locale, size, and socioeconomic rating, while teachers chosen were representative in age, teaching experience, and length of tenure. The message (Oral English, A Curriculum Guide for the Primary Division) was distributed with little comment. Teachers were interviewed after 6 months. Tables; chi-square analyses.

*Findings:*

1. Positive Receptive Receivers (PRR) were 36 (21%), vs. 135 (79%) Non-Receptives (NR).
2. While the PRRs gave a clear positive or negative response to the new teaching method (64% pro; 36% con), 67% of the NRs were indifferent to the value of the method.
3. PRRs showed a significantly greater interest in English than the NRs.
4. PRRs were more likely to discuss the message with /supervisor/s and other teachers than NRs, who were more likely to talk to other persons. 69% of the PRRs reported receiving a 'favourable and encouraging' response, while 56% of the NRs said they received an 'indifferent' response. While all PRs discussed method, only 73% of NRs did so.
5. PRRs were (insignificantly) younger and less experienced than the NRs.

*Conclusions:*

1. Communication between administration and teachers can be improved by: (l) preparing the teachers for it in advance; (2) conveying the message personally, with verbal reinforcement; (3) encouraging problem-oriented, cross-school teacher communication; (4) telling teachers of new developments reported in the literature of their subject; and (5) stimulating new concepts of teaching.
2. Changes are more easily effected in an unfamiliar and non-ego-involving area than in a familiar and ego-involving area such as teaching.
3. This study examines only the short-term effects of communication; progressive diffusion over time might show differences in rates of adoption and enable further comparisons; e.g., the characteristics of early and late adopters.

*Special Features:*

/Bibliography/ -- 21 items

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00547

Palmer, Judith A.

-- **Summer School Survey of Parents 1969.**

-- Willowdale : /North York Board of Education/, Educational Research Services ; Study Group on Summer Education, 1969.

-- 5, 3 p.

## SUBJECT

/SUMMER SCHOOL/S. /Elementary school/s. /North York/
/Program/s: /academic/ programs, /recreational/ /activities/, and /remedial/ programs. /Attitude/s of /parent/s

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To survey parents about their children's activities and needs during the summer.

*Sample:*

Principals of all elementary schools in North York selected 90 students, 35 in 6-8 years age range, 35 in 9-11, and 20 who were 12 and over. From a mailing to 9,000 parents, 6,585 responded.

*Methodology:*

Questionnaires were provided in English or Italian. Results of survey were tabulated overall, by area, by /age/ and /sex/, and by school.

*Findings:*

1. 54% of students were out of town for 1-3 weeks. Over 50% of parents felt existing summer plans for children were not adequate.
2. Parents were more interested in leisure time activities (sports, games, arts and crafts) than in traditional academic programs.
3. Majority of parents (60%) with /English/ as a /second language/ rejected summer English program for their children.
4. Perception of nature of programs seems to be different in different school areas.
5. Longer programs would have better attendance if geared to younger children and /female/s over 12.
6. Activities for both sexes and all ages remarkably similar.
7. More demand for remedial programs for /male/s than females.

*Tests Included in Document:*

Self-made /questionnaire/ -- /Summer School Survey of Parent/s

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00543**
Wright, Erica
-- An Examination of Incidence of Grade Repetition and Its Effects on Area One Elementary School Children.
-- Willowdale : /North York Board of Education/, Educational Research Services ; Committee of Area 1 Vice Principals, 1971.
-- 35 p. in various pagings.

## SUBJECT

/GRADE REPETITION/. /Student/s. /Elementary school/s. /North York/
compared by /age/ at starting school and /sex/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
1. To determine whether male students tend to repeat grades more often than females.
2. To determine whether those who repeat grades in elementary schools tend to be early entrants.

*Sample:*
1,491 grade 6 (747 male) and 1,867 grade 3 (965 male)students in 17 elementary schools in Area 1, North York.

*Methodology:*
Area 1 vice principals were asked to secure data; 17 responded. Data tabulated by sex, date of birth, and /academic achievement/ (teachers' ratings). Students at least one year older than classmates were assumed to be repeaters. Years repeated were identified where possible.

*Findings:*
1. 24% in grade 6 (28% males, 21% females) and 14% of grade 3(16% males, 11% females) had repeated a grade; 22 students in grade 6 and 22 in grade 3 were a year younger than their classmates. Students born in the last quarter of the year were the most likely to repeat.
2. Students in /grade 6/ who had repeated a year were behind their (1970-71) classmates on achievement ratings, while the 22 under-agers were generally ahead.
3. The most commonly repeated year was /grade 1/; the second most common was /grade 2/.

*Conclusions:*
1. Age of entry is not a significantly major factor in predicting school success.
2. Males tend to be lower achievers than females, but the data do not support this hypothesis very strongly.
3. Programming decisions should take account of students' individual strengths and weaknesses.

*Special Features:*
/Bibliography/, pp. 18-20

*Tests Included in Document:*
/North York Self Concept Invent/ory; Data sheets - kindergarten teachers' rating sheet, teacher and vice principals information sheets

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00549**

Crawford, Patricia; Virgin, Albert E.

**-- An Examination of Four Groups of Grade Two Pupils Based on Prior Participation in Junior Kindergarten and Nursery School Programs.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 24, 4 p.

## SUBJECT

/STUDENT/S. /Grade 2/. /North York/

/Academic achievement/ and /social/ /development/. Effects of /junior kindergarten/ and /nursery school/s. Comparison by /sex/

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To determine if /experience/s in junior kindergarten (JK) facilitate student /progress/ in the primary grades.

*Sample:*

427 grade 2 students. 193 from 3 schools offering JK; 234 from 3 schools not offering JK.

*Methodology:*

Sample divided into 4 groups: those at JK school who had been in JK; those at JK school who had not been in program; those at a non-JK school who had attended nursery school (NS); those at a non-JK school who had not been to NS (non-NS). Program and personal data were collected from Ontario School Records. Teachers' ratings on 8 measures of /academic/ and social /behaviour/. Results were cross-compared on bases of sex, and JK or NS experience. Means; standard deviations; t tests; tables; graphs.

*Findings:*

1. On 7 out of 8 measures, non-JK males received significantly lower mean ratings than JK /male/s and /female/s.
2. For females, non-JK compared to JK students received lower ratings on only 2 items: ability to get along, and /reading/.
3. For females, mean ratings were almost identical for both NS and non-NS students.
4. NS males received lower mean ratings than NS females on four measures: /discipline/, acceptance of routines, attention and work completion, and /language/ and self expression.
5. For non-NS students, males received significantly lower mean ratings than females on all items except /prediction/ of school success. Teachers predicted that non-NS students would not complete /university/.
6. NS males compared to non-NS males received higher ratings on 5 measures: acceptance of goals; attention and work completion; reading; language and self-expression, and prediction of school success.

*Conclusions:*

1. According to teachers' ratings, males who have not attended JK or NS are at a disadvantage both academically and socially.
2. Students who did not attend JK were poorer readers than students who did attend JK.

*Special Features:*

1. /Bibliography/, pp. 22-23
2. /Literature review/, pp. 2-5

*Tests Included in Document:*

/Teachers' Rating Questionnaire/ (based on similar one developed by Toronto Board)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00550**

Dilling, Harold John

**-- Enrolment Trends in Scarborough Secondary Schools.**

-- Scarborough : /Scarborough Board of Education/, Research Dept., 1965. -- 16 p.

## SUBJECT

/ENROLMENT/. /Student/s. /Secondary school/s. /Scarborough/
related to /grade level/s and /program/s

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Purpose:*

To relate secondary school enrolment trends to grade levels and the branches and programs within each, and to follow the progression of grade 9 students throughout secondary school with regard to the above factors.

*Sample:*

All Scarborough secondary school students. Data collected 1965.

*Methodology:*

Data collected from school records. Tables; percentages.

*Findings:*

1. Total enrolment and enrolment by grade increased each year from 1960 to 1965.
2. From 1960 to 1965 the proportion of all students enrolled in grades 11, 12, and 13 increased, while that in grades 9 and 10 decreased, particularly in 1962 and after.
3. The proportion of students in the arts and science branch increased with each grade level, as did the proportions in the general course under the traditional system before 1962. With reorganization, a marked decrease in arts and science enrolment occurred in 1962, along with a marked increase in enrolment in the other two branches.
4. From 1960-65 there were notable decreases in /4-year/ arts and science enrolment and increases in /5-year/ programs in the other two branches. /Business/ and commerce was the most popular 4-year branch, while arts and sciences was the most popular 5-year branch.
5. Under the new system there was a sharp increase in the proportion of students enrolling in 4-year programs.
6. Of all students enrolled in grade 9, 87% were retained in grade 10 (1961), 78% retained in grade 11 (1962), 73% retained in grade 12 (1963), and 69% were retained in grade 13 (1964). Respective percentages not retained out of the original 100% were: 13%, 9%, 5%, and 4%, i.e., a declining /dropout/ rate.
7. The revised system increased the retention rates for both 4- and 5-year enrolment. Retention in the 4-year program in grade 10 was very high, suggesting that shifts to the 4-year program occurred most often at the end of grade 9.

*Conclusions:*

Some of the aims of reorganization of secondary school education are being realized, but educators should remain alert to problems accompanying streaming.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00551**

Purbhoo, Mary; Shapson, Stanley M.

-- **Transition from Italian.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 99 p. ( -- Report ; 133)

## SUBJECT

/ITALIAN SPEAKING/ /STUDENT/S. /Junior kindergarten/ students. /Toronto/
/Teaching/. Use of /first language/. Effects on /behaviour/, /learning/ of /English/, and /self concept/ -- Study examples: /General Mercer P.S./

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To evaluate the success of Italian students in two /experimental/ classes of junior kindergarten which used the students' mother tongue to help them learn English and adapt to school more naturally.

*Sample:*

43 Italian junior kindergarten students (reduced to 32 in kindergarten) in 2 classes at General Mercer Public School, Toronto (experimental group). An equal number of Italian students in classes from 2 other schools with similar socioeconomic level and ethnic composition (control group). Data collected 1973-1975.

*Methodology:*

A battery of tests and self-made and standard questionnaires together with /classroom/ /observation/ provided the data, which covered both junior (JK) and senior kindergarten (SK) experience. Tables, percentages; tests of significance.

*Findings:*

1. Despite the fact that the students were exposed to Italian for much of the time in JK, they learned English as fast as students in the all-English classes.
2. The experimental students seemed to feel more at ease at first, but overall behaviour and the self concept of the two groups did not differ significantly.
3. Having an Italian speaking /teacher/ definitely increased the amount of /parent/-teacher /communication/.
4. School, /community/, and individual parents accepted the /transition/ program and helped make it work.

*Conclusions:*

1. The transition program is administratively feasible in Toronto.
2. Although the General Mercer transition program appeared to work well, generalizations must be made cautiously.

*Special Features:*

/Bibliography/, pp. 49-50

*Tests Included in Document:*

/Observation schedule/s; /Teachers' Rating Questionnaire/ Language Section; self-made parents' /questionnaire/; /North York Self Concept Invent/ory (Rev.); self-made Semantic-Phonetic Preference Test

*Tests Used in Research but not Included in Document:*

/Peabody Picture Vocabulary/ Test; language portions of the /California Preschool Social/ Competency Scale

*Notes:*

Journal article : 'A Transition Program for Italian Children', Canadian Modern Language Review, 33 (no. 4, March 1977) 488-496.

Related Records: ON00314; ON00318

ISBN 0-88881-132-2

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00552**

Reich, Carol M.

-- A Study of Interest in Part-Time Employment Among Non-Teaching Employees of the Board.

-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 24 p.,( -- Report ; 132)

## SUBJECT

/PART-TIME/ /EMPLOYMENT/

/Attitude/s of /nonteaching/ employees of Toronto Board of Education related to /age/, position, and /sex/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Random (one-third) sample comprising 1,128 employees of the Toronto Board of Education plus 203 employees who had left the Board between January 1972 and the early months of 1975.

*Methodology:*
Mailed questionnaire to employees used to gather data on desirability of part-time work. Data analyzed by age, sex, type of position. Tables.

*Findings:*
1. Interest in part-time work at time of survey was expressed by 12% of sample (evenly split between men and women).
2. One-third of sample expressed some interest in part-time work at some point in their lives: this interest was higher among women than among men.
3. Most employees viewed part-time work as occupying a period of about 1-5 years in their working lives.
4. Most frequent reasons given for working part-time were: pursuit of other /interest/s, further education, child care, other /family/ responsibilities.
5. Small sample of former board employees showed greater interest in part-time work than present employees.

*Conclusions:*
1. Interest in part-time work is not confined to women for the purpose of child care but is shown by both men and women for a variety of reasons.
2. Total interest in part-time work could be estimated only if pool of potential workers is included in sample because interest was appreciably higher among former than among current Toronto Board employees.

*Special Features:*
/Bibliography/ -- 4 items

*Tests Included in Document:*
Self-made /questionnaire/

ISBN 0-88881-131-4

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00553**

Deosaran, Ramesh A.

-- **Educational Aspirations, What Matters?**

-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 94 p. ( -- Report ; 135)

## SUBJECT

/STUDENT/S. /Secondary school/s

/Aspiration/ to /postsecondary/ education related to /financial support/, /grade level/s, /personal/ /value/s, /sex/, and /socioeconomic/ /characteristic/s -- Study regions: /Canada/, /Great Britain/, and /U.S.A./

## ABSTRACT

*Type of Study:*

Literature review; Discursive

*Purpose:*

To review the present knowledge on postsecondary expectations and accessibility in order to define gaps, possible solutions, and areas of investigation.

*Methodology:*

Relevant literature in Canadian research organized and discussed by topic. American or British research only included where no local research has been done. Factors discussed are social class, sex, high school grade, financial aid, personal values. A profile of the /university/ bound student as shown by research is included.

*Conclusions:*

1. Research has been heavily sociological.
2. General findings show that lower class students from a /rural/ background have less chance of aspiring to enter university than their rich /urban/ counterparts; /female/s have less chance than /male/s; and students from large families have less chance than students from small families. There is no single overriding factor; all interact.
3. Research did not show clearly whether the stronger influence on students is necessarily their financial position; their value orientation may be equally important. This casts a doubt on the premise that the guarantee of financial support alone would motivate able students to go to university.
4. The school could play a more positive role in shaping students' aspirations.

*Special Features:*

/Bibliography/, pp. 83-94

ISBN 0-88881-134-9

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00554**

Gershman, Janis S.

**– The Evaluation of Special Education Programs : Past Attempts and Present Directions.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1975. -- 28 p. ( -- Report ; 134)

## SUBJECT

/SPECIAL EDUCATION/. /Program/s. Schools

## ABSTRACT

*Type of Study:*

Discursive; Literature review

*Methodology:*

Problems in special education are illustrated, and attempted improvements and changes in special education are described and evaluated. Areas of discussion include: the self- contained classroom approach versus a more /integrated/ approach, /socioeconomic/ factors, the difficulty of evaluating programs, and current trends. New models of special education are presented. Chart.

*Findings:*

1. In the 1950's, /special/ /classroom/s were used; in the 1960's, other programs designed to support students in /regular/ classrooms were developed. Research comparing the two methods has been inconclusive; it has been limited by poor design and execution.
2. Lower income students were overrepresented in special classes; efforts have been initiated towards eliminating cultural bias in the selection of students for the programs.
3. An increase in referrals has led to an investigation of those students who could probably function in the regular classroom with some support.
4. Financial constraints have forced leaders of special education programs to seek greater /cost/ /effectiveness/.

*Conclusions:*

1. Early /screening/ of problems and more extensive follow-up of students is recommended.
2. The choice does not appear to be between two specific methods; all methods have a contribution to make.
3. Long-term studies aimed at discovering how specific variables are related to the improvement of a special student's educational performance will be more valuable than brief comparative studies of specific methods.

*Special Features:*

/Bibliography/, pp. 24-28

ISBN 0-88881-133-0

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00555**

Roth, John; Sussman, Susan
-- **Educating Gifted Children. Edited by Suzanne Ziegler**
-- Toronto : /York Borough Board/ of Education, 1974. -- 97, iv p.

## SUBJECT

/GIFTED/ /STUDENT/S. /School/s
/Identification/ and /program/s

## ABSTRACT

*Type of Study:*
Discursive; Research review

*Methodology:*
The study: explored difficulties of defining gifted and proposed a flexible concept for identifying gifted students; discussed /behaviour/ patterns and /need/s of gifted children; discussed various types of /acceleration/ programs and /grouping/ arrangements as administrative arrangements designed to render /enrichment/ programs simpler and less costly; examined advantages and problems of /individualized/ instruction for all students; listed examples drawn from the literature of enrichment activitities in various subject areas, and proposed other original activities; suggested administrative-political procedures for establishing a system-wide program for the gifted. Studies from period 1930-1972.

*Findings:*
1. Gifted children are often the victims of school system neglect and-or discrimination by /peer/s, /teacher/s, and /parent/s.
2. The abilities, interests, and behaviour patterns of gifted children may create conflicts with teachers in /traditional/ school settings.
3. There was a general consensus on the desirability of early /admission/ to the lower grades and of acceleration, up to a maximum of two years, for gifted children.
4. Various types of groupings encourage achievement only when /curriculum/ content, instructional methods, and resource /material/s are varied.

*Conclusions:*
1. Assessment by teachers and personality-environmental factors should be used, along with formal testing, to determine admission to special programs.
2. The use of the human resources of the community in special programs should be encouraged, particularly cooperative, coordinated efforts of schools and universities.
3. A committment to individualized instruction throughout the school system is the best strategy for creating a suitable educational environment for gifted children.

*Special Features:*
1. /Bibliography/ -- 55 items
2. Listing of enrichment activities in /mathematics/, /language/s, /science/s, and /social studies/
3. Questions in 'Guide to Thinking Through Problems of Beginning a Program for the Gifted', from /Dehaan, R.F./ and /Havighurst, R.J./, 'Educating Gifted Children'

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00556**
Roth, John
-- **West Indians in Toronto : The Students and the Schools. Edited by Z. Akande; J. Elder; I. Mann; M. Semeniuk; S. Snodgrass; S. Ziegler; members of the West Indian Study Sub-Committee**
-- Toronto : /York Borough Board/ of Education, /MERS Learner Characteristics/ Committee, 1973; reprinted 1976. -- 68 p.

## SUBJECT

/WEST INDIAN/S. /Immigrant/s. /Student/s. Schools. /Toronto/
/Culture/, /educational/ /background/, /family life/, and /language/

## ABSTRACT

*Type of Study:*
Discursive; Descriptive

*Purpose:*
To explore West Indian and Canadian cultural similarities and differences as an aid to teachers with West Indian students.

*Methodology:*
Topics included are: West Indian social, educational, and religious traditions; West Indian patterns of family life; factors contributing to West Indian emigration; individual and family consequences of the encounter between the West Indian immigrant and Canadian social reality; and the nature of West Indian dialects. Sources for the study included: studies of the West Indian experience in Britain; studies of /Canadian/ /attitude/s; interviews with teachers and immigrants; and data on the structure of West Indian dialects.

*Findings:*
1. The superficial similarities of the British tradition in Canada and the West Indies may obscure the differences in the two cultures and hamper understanding.
2. The reception of the West Indian immigrant in Canada may lead to status reduction, bitterness, and increased strife in the family.
3. Culture shock, family tensions, and West Indian educational traditions may result in the West Indian student entering Canadian schools in an emotionally distraught state that may manifest itself as excessive passivity or excessive boisterousness.
4. Dialects vary among the countries of the West Indies and the students' command of standard English may be minimal.
5. Words common to standard English and Creole may have entirely different meanings in the two cultures.
6. Peculiarities of Creole include one verb form for past and present and one noun form for singular, plural, and possessive.
7. West Indian /parent/s traditionally have little involvement with the school.

*Special Features:*
1. /Bibliography/ -- 32 items
2. Map of the West Indies
3. Distribution Table of West Indian students in York Borough elementary schools (1973 ed. only)
4. Demographic data on West-Indian born students in secondary schools in the Borough of York (1974 data)
5. Historical overview of West Indian countries (includes discussion of slavery and its effects)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00557**

Shapson, Stanley M.; Crawford, Patricia; Virgin, Albert E.
**-- An Examination of the Relationship Between Grade Repetition and Self-Concept.**
-- Willowdale : /North York Board of Education/, Educational Research Services, 1971. -- 28 p.

## SUBJECT

/GRADE REPETITION/. /Student/s. /Elementary school/s
related to /self concept/ compared by /academic achievement/ and /sex/ -- Study regions: /North York/ -- Study examples: /grade 6/

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
Data obtained for 411 grade 6 students: 137 who had not repeated a grade and who were among the top ten achievers in 14 borough schools; 234 who had repeated a grade; and 40 who for various reasons had arrived late in the school system and who had consequently taken 8 years or more to reach grade 6.

*Methodology:*
Teachers were asked to rate all repeaters in terms of academic achievement on a 5-point scale. Three self concept inventories were administered to all students. Student background data were collected.

*Findings:*
1. Teachers rated late arrivals higher than repeaters.
2. Students who had repeated one year had a lower self concept than nonrepeaters.
3. Repeaters with a higher achievement rating had a more positive self concept than repeaters with a low achievement rating.
4. Nonrepeaters had a more positive self concept than late arrivals, high-achieving repeaters, and low-achieving repeaters.
5. There was no significant difference in self concept between late arrivals and repeaters with high achievement ratings.
6. Late arrivals had a more positive self concept than repeaters with low achievement ratings.
7. There were no differences in self concept between those who experienced /failure/ early (i.e., prior to grade 3) and those who had failed late (after grade 3).
8. There were no differences in self concept between /male/s and /female/s who had repeated.

*Special Features:*
/Bibliography/ -- 6 items

*Tests Included in Document:*
Self-made teacher rating form; self-made student information form; /IOX Self Appraisal Inventory/; /Comfort's Self Esteem Scale/; /Self Esteem Inventory/ (Coopersmith, 1967)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00559**

**McCarthy, Thomas G.**

**-- A Report and Evaluation of the Use of O.I.S.E. Science Units.**

-- **Etobicoke** : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1969. -- 11 p. ( -- Report ; 21)

## SUBJECT

/NATURAL SCIENCE/S. /Curriculum/ subjects. /Grades 7-8/. /Etobicoke/
/Academic achievement/ of /student/s
/Attitude/s of students. Effects of /OISE Middle School Science/ Programme

## ABSTRACT

***Type of Study:***

**Descriptive; Methodological**

***Purpose:***

To measure students' subject preferences and achievements in science and to assess /instrument/s developed for /grouping/ and achievement measurement purposes.

***Sample:***

50 grade 7 and grade 8 classes in 4 schools. Data collected 1968-69.

***Methodology:***

15 item pretest and 20 item posttest administered in October and April respectively. Sequential Tests of Educational Progress (STEP), Form 3A administered to grade 7 classes in October, Form 3B administered to 8 grade 7 classes at 2 schools in February and to remainder in May. Correlation coefficients calculated between STEP results for 2 randomly selected classes that completed test in February and tests on 3 of the science units, individually and in total. F ratio and t test performed on results of STEP administrations for other classes. Subject preference questionnaire administered to all students in October and May; changes of preferences correlated with achievement. Item analysis of posttest. Tables.

*Findings:*

1. Grade 8 students scored higher on tests than grade 7 students.
2. Highest correlation coefficient found between STEP and 3 unit total score.
3. 9 items on posttest had negative values large enough to warrant revision.
4. Wide variation in class increase in achievement as measured by STEP.
5. Science most preferred academic subject in both questionnaire administrations. Increase in preference in grade 7 was 62.5%, in grade 8 30.4%. Increase over all classes ranged from 0% to 62.5%.
6. No significant correlation between increased preference and increased achievement.

*Conclusions:*

Tests for 3 units taken together are efficiently measuring skills tested by STEP.

*Tests Used in Research but not Included in Document:*

/Sequential Tests of Education/al Progress; self-made achievement test; self-made student /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00560**

**May, Kenneth O.**

**-- Characteristics of Key Ideas in Science.**

**-- Toronto : /University of Toronto/, Institute for the History and Philosophy of Science and Technology, 1975. -- 36 p. (Ministry of Education, Ontario. Contractual Research).**

## SUBJECT

**FUNDAMENTAL CONCEPTS. /Natural science/s**
  **Characteristics**
  **Utilization in planning /science/ /curriculum/ in schools**

## ABSTRACT

*Type of Study:*
Discursive

*Purpose:*
To analyze the concept, role, and characteristics of /key idea/s in science and in science education.

*Methodology:*
Search of literature of history and philosophy of science and science education by various synonyms of 'key ideas' and terms relating to curriculum planning and content. Inventories of key ideas in different scientific fields prepared from examination of educational and reference materials. Literature and inventories examined and discussed in relation to project goals.

*Findings:*
1. Key ideas have a large number of direct and indirect interrelations with other ideas; these connections may be heuristic (stimulating discovery, historically or currently), logical (serving as the basis for deductive theory), educational (promoting learning), technological (for practical applications), unifying (drawing together different ideas), or methodological.
2. Key ideas vary in scope, from the very broad range of metascientific and general concepts to the narrow field of those applying to single disciplines or specific problems.
3. Key ideas are constantly shifting in meaning and significance, and there is a continual process of introducing new ideas and discarding old ones
4. The acceptance of a key idea and its use in education may be influenced by its close relation to practice, its complexity, its abstractness, its intuitive appeal, its insertion in scientific and educational publications, and by the personality of its discoverer and promoters; but the primary determinant of recognition is usefulness in clarifying the structure of the field, in guiding scientific work, and in its applications.

*Special Features:*
/Bibliography/ -- 64 items

Contracting Institution: University of Toronto

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00561**

Edwards, Henry P.; Smyth, F.
**-- Some Alternatives for Teaching French as a Second Language in Elementary School.**
-- Ottawa : /Ottawa Roman Catholic/ /Separate School/ Board, English Schools ; /University of Ottawa/, 1974. -- 40 p.
(Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s

30-minutes-per-day /program/s compared with 60-minutes-per-day programs -- Study regions: /Ottawa/ -- Study examples: separate schools -- Study examples: /grades 5-8/

60-minutes-per-day /immersion/ programs compared with tuition programs -- Study regions: Ottawa -- Study examples: separate schools -- Study examples: /grade 1/

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To compare massed and distributed practices of teaching French as a second language and to compare maternal and tuition approaches to teaching French as a /second language/.

*Sample:*
Part I: 319 students (165 male; 154 female) in 4 classes in each of grades 5-8. Part II: 59 students (30 male, 29 female) in 2 grade 1 classes at 2 schools. Data collected 1973-74.

*Methodology:*
Part I: 2 classes in each grade had distributed practice (D), i.e., 30 minutes of French every day; other 2 classes had massed practice (MP), i.e., 60 minutes of French every other day. Self-made questionnaire and battery of achievement tests administered. Data analyzed by program, grade, /sex/, and class. Part II: students were taught French and social studies in French for 60 minutes per day, one class by maternal or immersion approach (MA), the other by tuition approach (T). Battery of tests administered; teacher ratings collected. Data analyzed through multivariate analyses of variance and covariance. Tables.

*Findings:*
1. D students more positive on both instrumental and integrative motivation scales.
2. /Male/s and /female/s differed significantly on integrative and instrumental scales and on /attitude/s toward French /Canadian/s.
3. D students scored significantly higher on /reading/ and /listening/ subtests of International Educational Achievement Test in French. No differences on other measures.
4. With univariate analysis of results on English and French story creation and word association, T students scored higher on syntagmatic responses, MA group scored higher on rhyming responses.
5. Small significant differences in favour of MA students on very few variables. No differences on vast majority.

*Conclusions:*
60-minute periods may be too fatiguing to allow optimal student attention and concentration. Frequent shifts of pace would help.

*Special Features:*
/Bibliography/ -- 18 items

*Tests Used in Research but not Included in Document:*
Self-made student /questionnaire/; /Tests de Rendement/; /Je Sais...?/; /IEA French Test/; /OISE French Comprehension Test/; /English Language Skills Test/; /French Language Skills Test/; /Metropolitan Achievement Test/s, Primary I Level; /Metropolitan Readiness Test/; English and French /Pupil Rating Scale/s

Related Records: ON00026; ON00046; ON00562; ON00563

Contracting Institution: Ottawa Roman Catholic Separate School Board; University of Ottawa

Availability: MF - $2.00 (together with ON00562 and ON00563); HC - $5.00 (together with ON00562 and ON00563) from the Ontario Government Bookstore, OISE Publication Sales and University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00562**

Edwards, Henry P.; Smyth, F.

**-- Evaluation of Second Language Programs : Annual Report, 1973-1974.**

-- Ottawa : /Ottawa Roman Catholic/ /Separate School/ Board, 1975. -- 161 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Separate schools. /Elementary school/s. /Ottawa/
 /Immersion/ /program/s. Effects on /academic achievement/ and /English/ achievement of /English speaking/ /student/s
 Immersion programs compared with sixty-minutes-per-day programs
ACADEMIC ACHIEVEMENT. Students. /Grade 4/. Ottawa
 In English language and French language. /Prediction/

## ABSTRACT

*Type of Study:*

Comparative; Longitudinal; Methodological

*Purpose:*

To compare two French language programs; to determine effect of /socioeconomic/ /status/ (SES) on achievement in /second language/ programs; to evaluate grade 1 predictors of grade 4 academic achievement (AA).

*Sample:*

/Grade 3/ students: 122 in 5 immersion program (I) classes; 171 in 6 representative sixty- minute (SM) classes. Grade 4 students: 95 in 4 I classes; 166 in 5 representative SM classes. All teachers in /grades 1-4/ and principals at 11 schools. Responses from 22 principals (77%), 54 French teachers (FT) (81%) and 124 English teachers (ET) (83%). Data collected 1973-74.

*Methodology:*

Foundations, procedures and materials for bilingual programs described; battery of achievement tests; teacher ratings collected. Multivariate analyses of variance with additional analysis of co-variance at grade 3 level. Criterion variables for subsample of grade 4 students analysed by step-wise multiple regression analysis. Self-made questionnaires. Tables.

*Findings:*

1. In grade 3, significant differences in favour of I found on: some /oral/ subtests of English language (EL) AA; all but 4 subtests of French language (FL) AA; 7 scales of FT ratings; 3 scales of ET ratings; intelligence tests.
2. In grade 4, significant differences in favour of I found on: some oral and all but 2 written measures of EL AA; all measures of FL AA; all but 2 scales of ET and FT ratings.
3. In grade 3 and 4, the few /sex difference/s favoured /female/s.
4. Both EL and FL AA in grade 4 reasonably predictable from /grade 1/ /ability/ scores and ratings.
5. FTs and teachers with more than adequate FL skills more favourable to FL program. Tendency of ETs to perceive FTs as favoured.
6. SES not related to AA in French.

*Special Features:*

1. /Bibliography/ -- 99 items
2. Bibliography of didactic materials -- 47 items
3. /Literature review/

*Tests Used in Research but not Included in Document:*

/Canadian Tests of Basic Skill/s; /Cattell Culture Fair Intelligence/ Test; /Illinois Test of Psycholing/uistic Abilities; IEA French Tests; /Slingerland Screening Test/s for Identifying Children with Language Disability; /Tests de Rendement/
Tests administered in English and French: /Lorge-Thorndike Intelligence Test/; /Pupil Rating Scale/; /Story Creation Skills Test/; /Word Association Skills Test/; self-made /questionnaire/s

Related Records: ON00026; ON00046; ON00561; ON00563

Contracting Institution: Ottawa Roman Catholic Separate School Board

Availability: MF - $2.00 (together with ON00561 and ON00563); HC - $5.00 (together with ON00561 and ON00563) from the Ontario Government Bookstore, OISE Publication Sales and the University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00563**
Edwards, Henry P.; Smyth, F.
**-- Evaluation of Second Language Programs : Annual Report 1974-1975.**
-- Ottawa : /Ottawa Roman Catholic/ /Separate School/ Board, 1975. -- 179 p. (Ministry of Education, Ontario. Contractual Research)(Ministry of Education, Ontario. Contractual Research).

**SUBJECT**

/ENGLISH SPEAKING/ /STUDENT/S. Separate schools
/Academic achievement/. Effects of French /immersion/ /program/s compared with /traditional/ programs

**ABSTRACT**

*Type of Study:*
Comparative; Longitudinal

*Sample:*
72 grade 1 students (Ss) in Immersion Program (IP), 77 grade 1 Ss in 60-Minute Program (SMP); 86 IP and 81 SMP Ss in grade 2; 75 IP and 70 SMP Ss in grade 3; 123 IP and 180 SMP Ss in grade 4; 95 IP and 156 30-Minute Program (TMP) Ss in grade 5; 61 IP and 74 traditional program (TP) Ss in /grade 7/.

*Methodology:*
Battery of tests administered in various combinations. Multivariate analyses of variance and covariance. /Prediction/ study for grade 4 achievement was based on test results obtained in grade 1. Stepwise multiple regression analysis. Tables.

*Findings:*
1. Grade 1: IP Ss scored higher on French (F) achievement and language /skill/s, except linguistic ratings.
2. Grade 2: SMP Ss scored higher on /reading/, /spelling/, and /arithmetic/. IP Ss scored higher on F achievement.
3. Grade 3: SMP Ss scored higher on reading and English (E) language skill tests; IP Ss scored higher on F language skills and achievement.
4. Grade 4: IP and SMP Ss were comparable on /oral/ E skills; SMP Ss scored higher on reading tests; IP Ss scored higher on F achievement tests.
5. Grade 5: no differences on general achievement or oral E skills, except for higher mathematics scores for TMP Ss. IP Ss scored higher on F language skills and achievement and were rated higher on F and E /verbal/ behaviour.
6. Grade 7: IP Ss scored higher on F expression and reading comprehension. IP Ss' progress was not retarded relative to TP Ss' /progress/.
7. For IP Ss, F and E Pupil Rating Scales and Illinois Tests of Psycholinguistic Abilities were best predictors of language success. For comparison Ss, Slingerland Screening Test was predictive for success in both languages.

*Conclusions:*
1. IP at any level is compatible with rapid progress in the second language and does not hamper E language skills or achievement; lags in reading and spelling are overcome later.
2. Balanced /bilingual/ism seems beyond the reach of TMP or SMP.
3. /Intelligence/ should not be a major variable in determining program choice.

*Tests Used in Research but not Included in Document:*
/Canadian Lorge-Thorndike/ Intelligence Test; /Canadian Tests of Basic Skill/s; /Cattell Culture Fair Intellig/ence Test; /Children's Personality Questi/onnaire; /Early School Personality/ Questionnaire; /Illinois Test of Psycholing/uistic Abilities, /IEA French Test/s; /Je Sais...?/; /Metropolitan Achievement Test/s; /Peabody Picture Vocabulary/ Test; /Pupil Rating Scale/ (English and French); self-made tests and /questionnaire/s; /Slingerland Screening Test/s for Identifying Children with Language Disability; /Story Creation Skills Test/ (English and French); Student Opinion Questionnaire; /Tests de Rendement/

Related Records: ON00026; ON00046; ON00562; ON00561

Contracting Institution: Ottawa Roman Catholic Separate School Board

Availability: MF - $2.00 (together with ON00561 and ON00562); HC - $5.00 (together with ON00561 and ON00562) from the Ontario Government Bookstore, OISE, and University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**PUBLISHED REPORT** **ON00564**

Halpern, Gerald; MacNab, Grace L.; Kirby, Dennis M.; Tuong, T.T.; Martin, J. Carol; Hendelman, Teena; Tourigny, R.
-- **Alternative School Programs for French Language Learning : Evaluation of the Federally- Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Carleton and the Ottawa Boards of Education.**
-- Toronto : /Ontario Ministry of Education/, 1976. -- 295 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s and /intermediate school/s.
/Academic achievement/ of /English speaking/ /student/s. Effects of /core/, extended core, and /immersion/ /program/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Elementary and intermediate school students from the /Ottawa/ and /Carleton County Board/s of Education. Data collected 1973-1975.

*Methodology:*
The 3 alternative French language programs considered were: (a) core French, where French was taught as a subject; (b) extended French, which included core French plus one subject taught using French as a medium of communication; and (c) immersion French, which involved a switch from the language used at home to French as the sole language of instruction in the classroom. Many variations of the programs were tested. Effectiveness was judged by student achievement in terms of stated goals and by the /cost/s, both financial and social, of implementing the /alternative/ programs. Tables.

*Findings:*
1. Students receiving 40 minutes per day of basic French in early grades achieved higher scores than those who received 20 minutes per day.
2. The results of the extended French program were judged to be promising.
3. Of the immersion French variations examined, primary entry immersion was judged to be a viable route to /bilingual/ism.
4. Financial costs were mainly the result of /class size/, teacher /planning/ and preparation time, and the school support system.

*Special Features:*
1. Measures Used in the Evaluation
2. Working Papers
3. Glossary
4. /Bibliography/ -- 63 items

*Tests Used in Research but not Included in Document:*
/French Comprehension Test/; /IEA Listening Comprehension/ Test; /Je Sais...?/ French Listening Comprehension Test; /Pimsleur French Proficiency/ Test, Listening Comprehension; /IEA French Speaking Test/; /IEA French Reading Test/; /IEA French Writing Test/; Opinion Questionnaire; /Gates-MacGinitie Reading Test/; /Mathematics Survey Test/; /Canadian History Test/; /Diagnostic Test in Geography/; /Canadian Social Science Test/; /Environmental Science Test/; /Otis-Lennon Mental Ability/ Test

Contracting Institution: /Ottawa Board of Education/; /Carleton Board of Education/

Availability: MF - $2.00; HC - $5.00 from the Ontario Government Bookstore, OISE Publication Sales, or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**PUBLISHED REPORT** **ON00565**

O'Bryan, Kenneth G.

**-- The Windsor Early Identification Project.**

-- Toronto : /Ontario Ministry of Education/, 1976. -- 109 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SCREENING/. /Learning disabilities/. /Student/s. /Kindergarten/
/Test/s: Basic Assessment Battery. /Validation/ -- Study regions: /Windsor/

## ABSTRACT

*Type of Study:*
Longitudinal

*Purpose:*
Further application of the refined tests and procedures developed for the /early identification/ of learning problems.

*Sample:*
865 students entering kindergarten in 13 schools of the /Windsor Board of Education/. Data collected 1974-75.

*Methodology:*
Interviews with parents to provide social and medical histories of students. Basic Assessment Battery, developed for identifying students of potential educational risk, administered. Tests were for receptive /language/, expressive language, /mathematical skill/s, auditory association, and /colour/ recognition. Sixty-nine variables, including health factors, language bases, age, and handedness, used for analysis. Teacher rating scales for each grade constructed and tested. Smith-Francis Test for Reading Readiness administered at end of kindergarten year.

*Findings:*
All tests in Basic Assessment Battery had r = .80 reliability or better.

*Conclusions:*
A stable, consistent, and effective pattern of procedures has been established for identifying students who may experience difficulty in coping with the first and subsequent years of school.

*Special Features:*
/Bibliography/ -- 7 items

*Tests Included in Document:*
/Basic Assessment Battery/

*Tests Used in Research but not Included in Document:*
/Smith-Francis Test for Reading/ Readiness

*Notes:*
1. Contract title: Early Identification of Learning Problems in Selected Public Schools in the City of Windsor.
2. Earlier reports: 1972-73 data, ON00092; 1973-74 data ON00093.
3. Document also exists in French.

Related Records: ON00092; ON00093

Contracting Institution: Windsor Board of Education

Availability: MF - $1.00; HC - $2.50 from OISE Publication Sales

**RAPPORT PUBLIÉ** **ON00565**

O'Bryan, Kenneth G.

**– Le projet de dépistage précoce de Windsor.**

-- Toronto : Ministère de l'Éducation, Ontario, 1976. -- 121 p. -- (Ministère de l'Éducation, Ontario. Recherche sous contrat).

## SOMMAIRE

*Genre d'étude :*

Recherche longitudinale

*But :*

De poursuivre plus loin la mise en pratique de certains tests et procédés d'évaluation pour le dépistage précoce des enfants susceptibles d'éprouver des difficultés d'apprentissage.

*Échantillon :*

865 étudiants au jardin d'enfants de treize écoles du conseil scolaire de Windsor. Les données furent recueillies de 1974 à 1975.

*Méthodologie :*

On se servit d'entrevues personnelles avec les parents pour établir les antécédants sociaux et médicaux des étudiants. Les étudiants subirent la Batterie d'évaluation principale, comprenant des tests portant sur le langage réceptif, le langage expressif, les aptitudes mathématiques, l'association auditive, la reconnaissance des couleurs. Soixante-neuf variables en tout, y comprises celles concernant la santé, la langue maternelle, l'âge, le cas du droitier, du gaucher et de l'ambidextre, firent partie de l'analyse. Les grilles de notation des enseignants furent préparées et évaluées. Le Test Smith-Francis d'aptitude à la lecture fut donné aux étudiants à la fin de l'année scolaire au jardin d'enfants.

*Résultats :*

Tous les tests compris dans la Batterie d'évaluation principale se prouvèrent a la fois fiable et valable (r = .80 ou plus).

*Conclusions:*

Le projet de dépistage précoce réussit à développer une batterie d'évaluation à l'aide de laquelle on pourra dépister, à un degré satisfaisant de précision et de constance, les étudiants qui pourraient éprouver des difficultés d'apprentissage dans les premières années scolaires.

*Particularités :*

Bibliographie -- 7 titres

*Instruments de recherche inclus dans le document :*

Batterie d'évaluation principale

*Instruments de recherche utilisés mais non ajoutés au document :*

Le Test Smith-Francis d'aptitude à la lecture

*Notes:*

Version française. Ce rapport existe aussi en anglais.

Organisme chargé de la recherche : Conseil scolaire de Windsor

On peut se procurer le document : MF - $1.50; l'exemplaire relié - $2.50 disponible en prêt aux bureaux régionaux du ministère de l'Éducation, et en vente à la Librairie du gouvernement de l'Ontario, et à OISE

PROCESSED REPORT ON00566

Hedges, H.G.; Andrews, Helen

**-- Cross-Age Tutoring Project : A Report of a Specialized Grade 13 Problem-Solving Model Employed by Volunteer Students.**

-- St. Catharines : /Ontario Institute for Studies/ in Education, /Niagara Centre/, 1975. -- 46 p. ( -- OISE project ; 5030-80) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/CROSS AGE/ /TEACHING/. /Student/s with /reading disability/. /Grade 2/
By /grade 13/ students -- Study regions: /Hamilton/ -- Study examples: /Sir Wilfrid Laurier S.S./

## ABSTRACT

*Type of Study:*
Pilot; Descriptive

*Sample:*
21 grade 13 students from Sir Wilfrid Laurier Secondary School in Hamilton; 24 grade 2 students in an adjoining elementary school. Data collected 1974-75.

*Methodology:*
A /curriculum/ model in elementary pedagogy developed, using a cyclical approach to /problem solving/, and taught to students in a grade 13 course on 'The Canadian Family in Perspective.' Volunteers selected to apply the model in tutoring grade 2 students identified as experiencing learning difficulties, especially in reading. Grade 2 students (tutees) matched with grade 13 students (tutors) on a one-to-one basis for an average of 36 sessions. Peabody Individual Achievement Test and Peabody Picture Vocabulary Test administered to tutees in September 1974 and June 1975. An assessment of the effectiveness of the program carried out by measuring attendance of tutors, their attitudes to the program, and posttest performance of tutees on achievement tests.

*Findings:*
1. The grade 13 students showed a high level of commitment, interest, approval, and satisfaction with the program. They had better /attendance/ records than comparable groups in the school.
2. Of the 24 grade 2 students tutored, 19 made rapid improvements in reading programs and passed at least two of the grade 3 readiness tests.

*Conclusions:*
The program was mutually beneficial to tutors and tutees; the grade 13 students found relevance in course content and were given a responsible social role.

*Tests Included in Document:*
Evaluation Questionnaire

*Tests Used in Research but not Included in Document:*
/Peabody Individual Achievement/ Test; /Peabody Picture Vocabulary/ Test

*Notes:*
Proposal title: A Specialized Grade 13 Problem-Solving Model to be Employed by Volunteer Students Dealing with Learning Difficulties of Primary Pupils.

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00567**

**Beardsley, Barbara**

**-- ONTERIS : Primary Development of a Documentation System for Educational Research : Report on Phase I 1974 11 01 - 1975 10 31.**

-- Toronto : /Metropolitan Toronto School/ Board, 1975. -- 127 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/ONTERIS/. /Information system/s. /Educational research/. Ontario
Development

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To describe the activities of the research team during the first phase of ONTERIS (Ontario Educational Research Information System).

*Methodology:*
The report is primarily organized by the four main functions of the information system: collection, processing, /storage/, and /retrieval/. The background of the project, including the need for an information system, and relationships with other information systems are described. A one-week demonstration period was held that used an /online/ /interactive/ retrieval system, /ISIS/, through the International Development Research Centre in Ottawa (/IDRC/).

*Findings:*
1. ISIS is a flexible retrieval system with several useful features.
2. At the present time a record in ISIS may only have 1000 characters (ONTERIS records are as long as 3500 characters.)

*Conclusions:*
1. In the first phase there will be 550 documents: 200 Ministry funded projects and 350 documents from school board research units in Metropolitan Toronto.
2. Anglo-American Cataloguing Rules (/AACR/) and a /MARC/ compatible format will be used.
3. Abstracts will be written for all documents and will include sections on purpose, type of study, methodology, findings, and conclusions.
4. A /PRECIS/ subject /index/ will be produced, as well as an author index and a test index.
5. On the basis of the week's demonstration it was decided to run a four-month online experiment using ISIS in order to have a benchmark against which to measure other systems for /cost/, flexibility, and compatibility of PRECIS terms and other searchable terms.
6. OCR (/Optical Character Recognition/) will be explored as an alternative form of entry to the online entry used by IDRC; OCR would be a cheaper form of entry and would make it possible for the system to handle records up to 3510 characters.

Related Records: ON00660; ON01100; ON01177

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00568**

Watson, Cicely; Quazi, Saeed; Burnham, Sharon; Fiaz, Nelly; Watson, Greer
**-- Ontario's Pre-School and School Aged Deaf : A Statistical Report with Projections.**
-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1975. -- 2 v. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/AURALLY HANDICAPPED/ /STUDENT/S. /Special school/s. /Ontario/
/Enrolment/. /Projection/s, 1974-1984

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To analyze statistically the /preschool/ and school aged deaf population in Ontario and to project enrolment for 1974-84.

*Sample:*
Students from special schools and clinics for the deaf in Ontario. Data collected 1974-75.

*Methodology:*
Total enrolment data up to 1974 are given for each school. Characteristics of the population on many variables are examined; variables are cross tabulated. Enrolment projections are accompanied by an explanation of the basis for estimates and of the methods used for projection. Tables.

*Conclusions:*
1. There are many problems encountered in forecasting the incidence of deafness and the enrolment of hearing impaired students in special schools for the deaf.
2. Several factors and persons are involved in educational decisions at different stages of the students' development. These decisions should be coordinated.
3. Authorities responsible for the education of deaf students should come to an agreement with hospital and public health authorities on a common form for clinic records with uniformly categorized medical information about newly assessed deaf children, both preschool and school- aged.

*Special Features:*
1. /Bibliography/ -- 74 items
2. Selected /annotated bibliography/ -- 42 items

*Notes:*
Title of contract: Incidence of Deafness in the Population of Ontario

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00569**

Stern, Hans H.; Swain, Merrill; McLean, Leslie D.

-- **French Programs - Some Major Issues : Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the Carleton-Ottawa School Boards.**

-- Toronto : /Ontario Ministry of Education/, 1976. -- 155 p. (Ministry of Education, Ontario. Contractual Research).

**SUBJECT**

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s. /Carleton County/ and /Ottawa/

/Program/s and /teaching method/s

**ABSTRACT**

*Type of Study:*

Descriptive; Research review

*Purpose:*

An overview of 3 research projects on the extended teaching of French as a /second language/ conducted in some of the schools of the National Capital Region between 1973 and 1974.

*Methodology:*

The projects were principally concerned with 2 major issues: (a) the time allotted to French, and (b) the /choice/ between treatment of French as a subject, or as a medium of instruction.

Studies conducted in schools of the /Ottawa Roman Catholic/ /Separate School/ Board dealt with: variations in the distribution of time devoted to French instruction, comparison between maternal teaching and the tuition approach; and comparison between students in /immersion/ classes and those receiving 60 minutes of French instruction per day.

In schools of the /Carleton Roman Catholic/ Separate School Board, the studies evaluated and compared an intensive French program (90 minutes per day), an experimental immersion program, /Francobus/, and an enriched French program.

The studies conducted by the Ottawa and Carleton Boards of Education evaluated total and partial immersion programs, the /core/ program, variations in /class size/, French for single subjects, and a /bilingual/ secondary school program.

The second part of the report answers 43 questions from the Ministry of Education concerning the teaching and learning of a second language.

*Special Features:*

Test descriptions, pp. 149-178

*Tests Used in Research but not Included in Document:*

Self-made questionnaires, /Canadian Lorge-Thorndike/ Intelligence Tests; /Canadian Tests of Basic Skill/s, /Culture Fair Intelligence Test/; /Diagnostic Test in Mathematic/s; /Early School Personality/ Questionnaire, /French Comprehension Test/; /Gates-MacGinitie Reading Test/s, /International Education Achie/vement Study; /Je Sais...?/; /Lorge-Thorndike Intelligence/ Tests; /Metropolitan Achievement Test/s; /Metropolitan Readiness Test/s, /Modern Language Aptitude Test/ - Elementary; /Otis-Lennon Mental Ability/ Test; /Piagetian Conservation Test/s; /Pimsleur French Proficiency/ Tests; /Pimsleur Language Aptitude/ Battery; /Pupil Rating Scale/; /Test Laval/; /Tests de Rendement/

*Notes:*

Title of contract: Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the National Capital Region.

Related Records: ON00561; ON00562; ON00168; ON00564

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $1.00; HC - $2.50 from the Ontario Government Bookstore, OISE Publication Sales, or University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**FINAL REPORT (MINISTRY)** **ON00570**

Davis, John E.; Ross, John A.; Ducharme, David J.; French, Wilf

-- **The Impact of Semestering on Selected Secondary Schools in Ontario : Semestering in Secondary Schools.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- 207 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SECONDARY SCHOOL/S

/Schedule/s: /semester/ division and /trimester/ division. Effects on /academic achievement/ of /student/s, student /role/ in /decision making/, /student-teacher/ /relationship/, and /teaching method/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To assess the effects of full /credit/ semestering, half credit semestering, and trimestering upon the intellectual, social, and emotional growth of students.

*Sample:*
Random sample of ll semestered schools (7 using full credit semestering, 3 using half credit semestering, and one using trimestering) and 11 nonsemestered schools, which formed the control group. Data collected 1974-75.

*Methodology:*
Each pair of schools matched on four variables: school /size/; size of /community/; /certification/ of teacher/s (OSSTF categories); median years of staff teaching /experience/. Questionaires answered by l,965 students, 527 teachers, and 685 /parent/s. Interviews held with 22 /principal/s; informal conversations with students and teachers. Tables.

*Findings:*
1. There was more variety in classroom methodology in full credit semestered schools than in nonsemestered schools.
2. Schools using full credit semestering and trimestering experienced more student involvement in classroom activities and greater student participation in classroom decision making than nonsemestered schools.
3. /Interpersonal relationship/s between students and teachers were more positive in all types of semestered schools than in nonsemestered schools.
4. Student achievement was higher only in the school using trimestering; the other types of semestering had no effect.
5. In all types of semestered schools, student and teacher absence had a more detrimental effect on student achievement than in nonsemestered schools.

*Conclusions:*
1. The type of semestering selected by a school should be based on its educational objectives.
2. The implementation process is more important than the type of semestering adopted.
3. Schools using semestering should develop strategies to increase classroom variety and student participation in classroom decision making.

*Special Features:*
/Bibliography/ -- 43 items

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
Title of contract: Semestering in Secondary Schools

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 140 488

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00571**

Ryan, Doris W.; Greenfield, T. Barr

**-- Clarifying the Class Size Question : Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.**

-- Toronto : /Ontario Ministry of Education/, 1976. -- 229 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/CLASS SIZE/. Schools
  /Research/ /need/s and /methodology/ - Seminar proceedings

## ANNOTATION

The report is a record of proceedings of a seminar held at OISE in May, 1975 in response to the authors' research framework proposals, based upon production and service models of schooling, outlined in The Class Size Question (CSQ) (ON00086). Donald A. Erickson, Edwin Miklos and Henry Acland offer critiques of CSQ's research assumptions, the latter two emphasizing the inadequate attention paid to /political/ and /economic/ considerations of class size (CS).

In the papers presented: Richard G. Wolf proposes a basic data structure for research, treating CS as a dynamic variable; W. Gordon West advocates qualitative research as a means of understanding school processes and outlines unstructured /participant/ /observation/al techniques; Ross E. Traub presents an evaluative framework focussed on /cognitive/ /development/; Thomas R. Williams argues for research on political, professional and organizational causes of CS; Edgar N. Wright reports on an on-going experimental study of CS; Leslie D. McLean advocates large-scale studies of school processes and effects before narrowing to single variables like CS; and Carl Breiter calls for radical experimental studies of CS to be carried out by teachers.

Greenfield offers a revised, comprehensive, non-mechanistic model recognizing political and social forces shaping schools and dynamic internal school processes. Ryan proposes a revised framework based on the student centred and policy-relevant model of Harnischflager and Wiley.

Also included are statements from representatives of various educational organizations and discussions of individual papers.

*Notes:*
1. Final report of Ministry titled: Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios.
2. Papers presented by: /Erickson, Donald A./; /Miklos, Edwin/; /Acland, Henry/; /Wolfe, Richard G./; /West, W. Gordon/; /Traub, Ross E./; /Williams, Thomas R./; /Wright, Edgar N./; /McLean, Leslie D./; /Bereiter, Carl/; and the two authors

Related Records: ON00086

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 140 397

Availability: MF - $2.00; HC - $4.00 from the Ontario Government Bookstore or OISE Publication Sales

**PUBLISHED REPORT** **ON00572**

**Ryan, Doris W.**

**-- The Education of Adolescents in Remote Areas of Ontario.**

**-- Toronto : /Ontario Ministry of Education/, 1976. -- xiv, 386 p. (Ministry of Education, Ontario. Contractual Research).**

## SUBJECT

**/STUDENT/S. /Secondary school/s. /Northern/ regions. /Ontario/**
**/Academic achievement/ and /attitude/s to school and /postsecondary/ education. Effects of /busing/ and /boarding/**

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
3,424 students, 30 teachers and 12 principals, vice-principals and guidance counsellors at 5 secondary schools (SS) in 3 northern regions; 27 principals of feeder elementary schools (FS); 12 sets of /parent/s selected by principals of 3 FS. Subsamples of 497, 387 and 74 students selected primarily at random, but with adjustment according to sex and to desired proportionate representation of /transportation/ groups.

*Methodology:*
Transportation survey questionnaire administered to students in the 5 SS. Students classified as: long bus riders (LB), medium bus riders (MB), short bus riders or within walking distance of school (SBW) and boarders (BD). Course enrolment and achievement data on 497 students collected from school records. 387 students completed self-made background and opinion questionnaires. 74 LB and BD students interviewed. 5 SS and 27 FS principals completed questionnnaire. Interviews with: SS principals, teachers, vice-principals and guidance counsellors, 3 FS principals; and parents. Response frequencies tabulated. Quotations.

*Findings:*
1. More than one-half of teachers believed LBs had more /learning/ /problem/s. 60% attributed this to /cultural/ and /language/ differences; 35% attributed it to busing.
2. Close and far FSs had comparable /equipment/ and materials, but close FSs were larger, offered more special services and more easily attracted /experience/d /teacher/s.
3. Parents and teachers indicated dissatisfaction with quality of /elementary school/, but believed cultural and language differences had more bearing on SS achievement problems.
4. SSs had comparable ranges of courses at various levels and all had limited extracurricular activities.
5. Administrators reported attendance and discipline problems with LBs and /communication/s problems with FSs and LBs' families.
6. LBs found learning very unpleasant. Fatigue and irritability affected /family/ relationships as well as SS performance.
7. BDs' problems were mainly loneliness, alienation and poor communications with landlords.
8. Teachers had low expectations for LBs, but most LBs indicated desire to continue studies.
9. LBs and BDs: enrolled in more general and fewer advanced courses, had lower mean achievement scores, and differed from other students on /attendance/, /homework/ completion and /extracurricular/ /activity/.
10. Significant differences in perceptions of groups on: ease of getting good /mark/s, grade level and postsecondary /aspiration/s, parental support for staying in school and liking of and /satisfaction/ with school experiences.

*Conclusions:*
Changes required in: quality of busing and boarding facilities, characteristics of FSs and SSs, and teacher attitudes.

*Tests Included in Document:*
Self-made /questionnaire/s

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 141 005

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00573**

Anthony, Robert F.K.; Christie, D. James; Smart, Rodney E.
**-- Sick Leave Gratuities and Resultant Liabilities.**
-- Toronto : /Ontario Ministry of Education/, 1976. -- 87 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/EMPLOYEE/S. /Board of Education/. /Ontario/
/Teacher/s and /nonteaching/ /personnel/. /Gratuity/s and /sick leave/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
97 school boards in Ontario; 7 boards for in-depth study. Data collected 1974-75.

*Methodology:*
Questionnaire seeking detailed information on sick leave plans, disability /insurance/ plans and gratuity programs currently in effect, sent to all (approximately 125) school boards in Ontario; over 75% responded. Seven boards selected for in-depth study of present gratuities programs. The future of the sick leave plans reviewed in terms of benefit design, /cost/ control, financing of the plans, and recommeded /objective/s. for the plans.

*Findings:*
1. Accumulative sick leave plans providing 20 or more days of current sick leave credits covered almost all employees of Ontario school boards. Additional sick leave benefits provided by several boards through long-term disability insurance programs.
2. Most accumulative sick leave plans had a related gratuity program paying benefits on retirement, death or disability. In general, gratuities of approximately 50% of final salary were paid to most retiring employees.
3. Current annual gratuity payments represented less than one-half of 1% of payroll, but annual cost based on present plans was expected to increase to between 1% and 2% of payroll.
4. Sick leave used represented a relatively small portion of current sick leave credits. Generally, /female/ employees used more sick leave than /male/ employees, and /custodial/ and maintenance staff used more than office employees and teachers.
5. For teachers, the cost of gratuities would not exceed 2% of payroll by the year 2004. For non-teachers, cost of gratuities for next 30 years would be stable at approximately 0.85% of payroll.
6. If plans are funded on basis of recommendations, total contributions to reserves in 1975 would amount to $23 million, from which would be deducted $7 million in actual gratuity payments.

*Conclusions:*
1. School boards have not been making adequate provision for gratuity payments. They should use a funding system of regular annual payments to a reserve account during the period of employment in order to provide for gratuities when employment ceases.
2. Plans which would provide benefits at a lower long-term cost than the current ones are recommended.
3. A comprehensive study of employees' needs, present benefits, and financial ability of the education system to pay for desired changes in benefits, should be carried out.

*Tests Used in Research but not Included in Document:*
Self-made /questionnaire/

Contracting Institution: Wyatt Company

Other System: ED 140 398

Availability: MF - $1.00; HC - $2.00 from the Ontario Government Bookstore or OISE Publication Sales

**PUBLISHED REPORT** **ON00574**

Munro, George; Meyer, John R.
-- **Value Education and Moral Reasoning : Assessment and Development, K-12.**
-- Toronto : /Ontario Ministry of Education/, 1975. -- iii, 72 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MORAL EDUCATION/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s
Effects on /moral/ /development/ of /student/s
/Teacher/s. /Inservice/ education
/Teaching aid/s

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To evaluate /program/s for teachers of moral-values education (MVE), to field test /model/s and curricular materials, and to measure changes in students' /attitude/s and moral /reasoning/.

*Sample:*
27 teachers at 11 elementary schools representing varied socioeconomic areas; 10 teachers at 10 secondary schools selected by administrators, supervisors, and team members on basis of /interest/, /motivation/, /innovativeness/ and grade spread. 810 students in 27 K-grade 8 classes and 672 students in grades 9-12 at 10 schools exposed to treatments. 66 of K-grade 8 and 89 of grades 9-12 students were selected for assessment, along with matched control groups. Data collected 1974-75.

*Methodology:*
10 inservice sessions held during the year; /evaluation/ /instrument/s administered at each session. Teachers developed units based on models and introduced them. Teachers continually assessed nonprint materials. Kohlberg Moral Reasoning Questionnaire and Minnesota School Affect Assessment administered to selected and control students as pre- and posttests. 16 experimental and 16 control students in grades 5-9 who were assessed in the previous year also given posttest. Means tabulated.

*Findings:*
1. Most teachers were dependent on task orientation and structure.
2. Significant nonprint materials were British or American, with contextual treatment too removed from Canadian students.
3. Lack of consistency in applications of treatments, lack of classroom monitoring and lack of sufficient materials limited evaluation.
4. Student scores comparable to those in other jurisdictions; instruments were not sophisticated enough to measure moral growth precisely, but were adequate as indicators.

*Conclusions:*
1. Inservice programs should be long term, subtly structured with specific objectives, and have built-in incentives for teachers.
2. Materials should be developed locally, provincially and nationally and should be collected and distributed by a central repository.
3. The /cognitive/-developmental-structural theory appears to be the soundest and most significant basis for MVE.

*Special Features:*
1. /Bibliography/ -- 166 items
2. List of print and nonprint classroom resources -- 57 items

*Tests Used in Research but not Included in Document:*
/Kohlberg Moral Reasoning/ Questionnaire; /Minnesota School Affect/ Assessment; self-made evaluation and multimedia assessment forms

Contracting Institution: /Halton Board of Education/; /Hamilton Board of Education/

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00575**

Ridge, F. Gerald

**-- A System For Evaluating Educational Facilities in Ontario : SEEFO.**

-- Toronto : /Metropolitan Toronto School/ Board, 1975. -- 253 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/EDUCATIONAL/ /FACILITIES/. /Elementary school/s and /secondary school/s. /Ontario/
/Evaluation/ systems: /SEEFO/

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To develop a common system for evaluating academic and technical features of educational facilities in Ontario, permitting schools to be priority rated according to relative deficiency.

*Methodology:*
Personnel from participating institutions formed workgroups to establish points of significant and maximum deficiency for every relevant academic and technical characteristic of every space in every school panel. Deficiency weighting factors were devised to reflect the relative importance of the various characteristics, and these factors were applied consistently to both academic and technical standards. Evaluation forms were developed and were field-tested by trained teams. Data system designed to apply deficiency factors to field data and to summate results so that the relative deficiency of a single or set of schools could be determined and so that the nature, distribution, and severity of the deficiency could be described by component and by functional categories.

*Conclusions:*
1. Academic and technical deficiencies are integrated in the field, but can be summated separately for analysis.
2. /Safety/ ratings are incorporated into relevant components, but can be summated independently.
3. SEEFO allows comparisons between elementary and secondary schools and comparisons of similar systems, room types and groups across schools.
4. SEEFO has potential utility for setting /maintenance/ schedules and anticipating funds required for maintenance over a long term.
5. Evaluation teams need training, feedback and experienced judgement to ensure consistent and valid evaluations.

*Special Features:*
1. /Bibliography/ -- 20 items
2. Guidelines for Using SEEFO
3. Glossary of SEEFO Terms
4. Field Measurement, Assessment and Inventory Forms; Field Evaluation Forms for Instructional, Support and Service Areas
5. Example of SEEFO Application, Including Computer Output

*Notes:*
Contract title: Criteria for the /Renovation/ and Replacement of School Facilities

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00576**

Virgin, Albert E.; Dilling, Harold John

**-- Research Is ... An Overview of School System Research.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 56 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/RESEARCH DEPARTMENT/S. /Boards of education/. Ontario
  Functions
/EDUCATIONAL/ /RESEARCH/. Ontario
  /Use/ by /administrator/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
14 Directors of Education, 12 members of Association of Educational Research Officers of Ontario (/AERO/), 4 /Ontario Ministry of Education/ Regional Research Services Co-ordinators. Data collected 1975.

*Methodology:*
Directors of Education and AERO members interviewed; informal conversations held with Ministry co-ordinators. 9 AERO members filled out self-made questionnaire. Data used as basis of script for audio-visual (AV) presentation outlining nature and uses of various types of research in a school system. Tables.

*Findings:*
1. Range of activities undertaken by research officers diverse. Included are: service oriented activities such as interpreting test results, conducting /inservice/ sessions for school staff, acting as resource for central staff; /communication/s-oriented activities such as maintaining liaison with other agencies, publishing reports, newsletters, etc.; and sophisticated research activities such as designing system-wide studies, developing tests and instruments and evaluating /innovative/ practices.
2. Directors of Education rely on trustees, administrators, principals, and professional federation members to identify /need/s.
3. Communication between researcher and practitioner inadequate. Evidence of a lack of teacher understanding of concept of research.
4. Majority of research officers believed primary responsibility to be providing /information/ to decision makers. Most believed they made a contribution to /decision making/.

*Special Features:*
1. /Bibliography/ -- 17 items
2. Bibliography of reports published by various Ontario Boards between November 1973 and September 1975.
3. /Literature review/
4. 2 slide trays containing 162 /slide/s; cassette soundtrack
5. Script for /audiovisual/ (AV) presentation
6. Handout pamphlet to accompany AV presentation
7. Instructions for operation of AV /equipment/

*Tests Included in Document:*
Self-made /questionnaire/ for research officers

*Tests Used in Research but not Included in Document:*
Self-made /interview/ schedule

Contracting Institution: North York Board of Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00577**

Humphreys, Edward H.; Elwood, Bryan C.; Lennon, Mary Jane; Sugerman, David; Brennan, Margaret

**-- Survey of Professional Educators' Views as to the Needs and Preferred Sources of Student Information.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Evaluation, 1974. -- 177 p. in various pagings. ( -- /Evaluation of the Ontario scho/ol record system ; 3)(OISE project ; 5536-59) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/RECORD/S. /Student/s. /School/s. Ontario
/Need/s of educators

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Stratified sample of 862 members of 5 organizations affiliated with the Ontario Teachers' Federation; responses received from 659 (77%). Data collected 1974.

*Methodology:*
Self-made questionnaire listing 53 items of student information in the categories of /academic achievement/ record, /personal/ particulars, /family/ /background/ and /social/ /development/ was mailed to sample. Responses analyzed by frequency, respondent's role and grade level of students with whom the respondent worked. Percentage tables.

*Findings:*
1. All items, except /parent/s' education and skills and parents' income, were required to a significant degree by at least one group of educators.
2. The /Ontario School Record/ (OSR) was the preferred source for almost all types of information.
3. Elementary level educators expressed a proportionately higher need for most types of information than secondary level educators and also showed a greater preference for using the OSR as a source.
4. /Administrator/s, particularly /guidance/ /counsellor/s, expressed a greater need for almost all types of information than teachers.
5. No consistent pattern of source preferences was found between role groups.
6. Most respondents expressed a need for /information/, such as standardized test results or physical-perceptual handicaps, which might require some degree of expert interpretation.

*Conclusions:*
Since 88% of the sample were teachers, more information must be collected from administrators and guidance counsellors before any final conclusions can be made.

*Tests Included in Document:*
Self-made /questionnaire/

Related Records: ON00100; ON00144; ON00145; ON00578

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00578**

Humphreys, Edward H.; Elwood, Bryan C.; Lennon, Mary Jane; Sugerman, David; Bryans, Wendy; Brennan, Margaret
**-- Survey of Professional Educators' Use and Sources of Student Information.**
-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1975. -- 209 p. in various pagings. ( -- /Evaluation of the Ontario scho/ol record system ; 4) ( OISE project ; 5536-59) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/RECORD/S. /Student/s. /School/s. Ontario
Revised /Ontario School Record/ System. /Attitude/s of and /use/ by educators

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Stratified sample of 1,671 educators selected quasi-randomly from membership of 5 organizations affiliated with the /Ontario Teachers' Federation/; responses received from 1,122 (67%). Data collected 1974.

*Methodology:*
Self-made questionnaire querying the use of 53 items of student information, interaction with Ontario School Record (OSR), and perceptions of Ministry intentions was mailed to sample. Responses analyzed by frequency, respondent's role and grade level of students with whom respondent worked. Percentage tables.

*Findings:*
1. All items, except /parent/s' education, skills and income, were used by more than half of at least one group of educators.
2. OSR was the usual /information/ source. Exceptions were information on /social/ /development/, usually obtained verbally from colleagues, parents and students, and some types of administrative information obtained from other files.
3. Elementary level educators used more types of information and used OSR more often than secondary level educators did.
4. /Administrator/s, particularly guidance counsellors, used every type of information more than teachers did.
5. Guidance counsellors used OSR more often than other groups.
6 Large majorities in all groups used information that might require expert interpretation.
7. Educators were generally confused about Ministry intentions regarding OSR content, the storage of student information and regulatory authority over OSR information. Most did understand Ministry intentions regarding use of, and access to the OSR.
8. OSR is widely used, but private records were also widely used for data that were inappropriate for OSR storage or were more conveniently located.
9. The nature and volume of contributions to OSR have been affected by parent-student access regulations.
10. Most educators believed that revisions to OSR had been effective in limiting misuse of OSR, but that revisions had not improved its comprehensiveness or utility.

*Conclusions:*
Since 83% of the sample were teachers, final conclusions cannot be drawn until administrators' and guidance counsellors' perceptions are amplified by in-depth interviews.

*Tests Included in Document:*
Self-made /questionnaire/

Related Records: ON00144; ON00145; ON00100; ON00577

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PRELIMINARY REPORT** **ON00579**

Lawton, Stephen B.; Auster, Ethel

**-- Educational Information System for Ontario : Interim Report March 1975 - February 1976.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- vii, 237 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/EDUCATIONAL/ /INFORMATION SYSTEM/ FOR /ONTARIO/
/Development/ and /implementation/
/User/s

## ABSTRACT

*Type of Study:*
Descriptive; Discursive; Pilot

*Purpose:*
To describe implementation of computer search service of Educational Information System for Ontario (/EISO/) in terms of nature and levels of demand, technical and personnel requirements, implementation procedures, and economic viability.

*Sample:*
300 EISO users; responses received from 122 (41%). 3 Educational Information Consultants (EICs) in /North Bay/ region.

*Methodology:*
Literature on information systems and adoption of /innovation/s surveyed. Sociological, psychological, and economic profiles of users drawn within system's framework of input, process and output variables; search cycle itself set within systems model for adoption of innovations. EISO physical arrangements, business forms, fees schedule and internal information and management systems described. Human and technological resource costs estimated. /Public relations/ materials described. EIC /training/ /program/ outlined. Self-made questionnaire administered to EICs. EISO User Evaluation Questionnaire administered. Frequency and percentage tables.

*Findings:*
1. Early adoptees of innovations tend to have higher status and professional ratings, to be more involved in social networks and to be younger and more mobile than non-adopters.
2. Of all EISO users: 37% were Ontario Institute for Studies in Education staff and students; 30% were from public /school board/s; 27% were /administrator/s; 14% were /teacher/s; 11% were PhD students· 45% were in 26-35 /age/ group; 75% were /male/; 36% used search for papers, theses, etc.; 24% used search for research and development reports; 48% were from organizations in /Metropolitan Toronto/.
3. Over 80% of users found /bibliography/s to be of high or medium value, were satisfied with service and would use EISO again.
4. EIC's regular position affected approach to and effectiveness of consulting role.
5. Average search cycle cost, excluding overhead, estimated at $23.12; direct costs ranging from $2.10 to $110.85.

*Conclusions:*
1. Typical EISO user not representative of educational community.
2. Publicity should be directed to middle level administrators in urban areas and to advanced graduate students.
3. EIC training program needs revision and expansion.
4. Insufficient data to determine economic viability.

*Special Features:*
1. Bibliography -- 84 items
2. /Annotated bibliography/ -- 57 items
3. Sample bibliography and microfiche

*Tests Included in Document:*
EISO User Evaluation Questionnaire; self-made questionnaire for EICs

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00580**

Sprumont, Barbara L.; Dilling, Harold John

**-- Evaluation of an Alternative Organizational Structure at L'Amoreaux Collegiate Institute.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1975. -- xiii, 297 p.

## SUBJECT

/L'AMOREAUX C.I./ /Secondary school/s. /Scarborough/
/Administration/. /Role/ of /student/s and /teacher/s
/Curriculum/ subjects: /English/ /language/ and /mathematics/. /Academic achievement/ of student
Students. /Extracurricular/ /activities/
Teachers. /Satisfaction/
/Teaching method/s -- Comparisons with /traditional/ly organized /school/s

## ABSTRACT

*Type of Study:*
Comparative; Longitudinal

*Purpose:*
To determine whether school /objective/s had been met and to develop procedural model for /evaluation/ of organizational structure of any /collegiate/.

*Sample:*
All teachers and senior administrators at L'Amoreaux Collegiate (A); 150 teachers at traditional collegiates (T), selected randomly. All students at A; 25 classes at each of 5 grade levels at Ts; 300 /grade 9/ students and 200 /grade 11/ students randomly selected at Ts. 47 /parent/s and other members of the /community/. Data collected during 1973-74 and 1974-75 school years.

*Methodology:*
Self-made questionnaires administered to various groupings of sample population. Randomly selected subsamples interviewed; informal conversations conducted by /observer/ at A. Gates- MacGinitie Reading Test and self-made mathematics tests administered to grades 9 and 11 and grades 10 and 12 subsamples at A and randomly selected samples at Ts. Comparisons between A and T students and between first and second year A students. Analysis by t tests; percentages and means tabulated.

*Findings:*
1. Greater involvement in /decision making/ by staff and students at A than at Ts. Definitions of certain role relationships a problem among administrative and teaching staff at A.
2. Active relationships with feeder schools and community.
3. Facilities highly rated, particularly by students.
4. A students had more positive attitudes toward teachers and were more involved with extracurricular activities than T students.
5. Original A teachers aware of school objectives but many new teachers in the second year of A were not too familiar with underlying philosophy. Fair degree of consistency about major objectives of A staff.
6. A teachers more secure, felt greater personal worth and had higher morale than T teachers.
7. A had more small group and informal discussions, more variable course formats, more individualized instruction and more joint planning of courses between teachers in different departments than Ts.
8. T students made greater gains in English comprehension in grade 9 and in advanced mathematics in grade 10. A students in grade 12 advanced mathematics scored higher than T students. No differences on other measures.

*Special Features:*
/Bibliography/ -- 12 items

*Tests Included in Document:*
Self-made /questionnaire/s

*Tests Used in Research but not Included in Document:*
/Gates-MacGinitie Reading Test/ (Survey F)

Related Records: ON00452

Availability: MF - $2.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00531**

Roth, John; Stobo, Heather; Ziegler, Suzanne

**-- The Semester System at Weston Collegiate Institute.**

-- Toronto : /York Borough Board/ of Education, Research Dept., 1974. -- 79 p. in various pagings.

## SUBJECT

/SECONDARY SCHOOL/S

/Schedule/s: /semester/ division. /Attitude/s of /student/s and /teacher/s -- Study region: /York Borough/ -- Study example: /Weston C.I./

## ABSTRACT

*Type of Study:*

Literature review; Descriptive

*Purpose:*

To review literature on the organization and implications of semester systems and to evaluate the first year of a semester system at Weston C.I.

*Sample:*

708 students in grades 10-13; 69 staff members. Data collected 1973.

*Methodology:*

For Part I, literature on semestering, its implications for learning, and its effect on retention is reviewed, varieties of semester systems in /Saskatchewan/, /Alberta/, and /British Columbia/ are discussed. For Part II, self-made questionnaires administered to students and staff. Percentage tables.

*Findings:*

1. Literature suggested that semestering may have beneficial effects if the subject requires /learning/ concepts, but may have harmful effects if the subject involves much repetition and memorization.
2. Semester systems in Western Canada have proved successful and popular with students, teachers, and parents. Major problems have been: academic reservations for some subjects; teachers' /workload/; /attendance/; free period supervision.
3. 67% of staff and 60% of students at Weston would retain the semester system as is; 30% of staff and 33% of students would modify the system.
4. 61% of students felt /marking/ and /testing/ to be as satisfactory or more satisfactory than under the annual system; 34% considered /evaluation/ to be more accurate.
5. 58% of staff found evaluation system to be as valid as under annual system; 62% felt that a greater variety of procedures was used; 27% believed evaluation to be more difficult.
6. 58% of students and 70% of staff indicated advantages of the system. Among these were: more class time for in-depth study; decrease in /boredom/; more /flexible/ scheduling; more balanced workload; greater ease in correcting /failure/; improved /student-teacher/ /relationship/s.
7. Disadvantages were mentioned by 53% of students and 68% of staff. Among these were: overly long periods; cramming; increased workload; less flexible scheduling; greater effect of /absenteeism/.
8. Over half the staff felt the system allowed greater use of /teaching aid/s; only 20% of students felt there were more opportunities for /field trip/s, visits, etc.

*Special Features:*

/Bibliography/ -- 22 items

*Tests Included in Document:*

Self-made /questionnaire/s for students and staff

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00582**

Metropolitan Toronto School Board
**-- Air Conditioning and the Thermal Environment.**
-- Toronto : /Metropolitan Toronto School/ Board, 1972. -- 13 p.

## SUBJECT

/AIR CONDITIONING/. /School/s

## ANNOTATION

A brief /discursive/ report which discusses various claims made for advantages of air conditioning in general and air conditioning for schools in particular. It points out the problems of developing an ideal standard for human thermal comfort; that test results of available studies are frequently difficult to interpret; and, as a cautionary note, the fact that many of th studies were done in a climate unlike the climate in Metropolitan Toronto. Material is organized under seven topics: /learning/; efficiency of performance; /health/; /behaviour/; year round and /community use/; /cost/ factors; and importance of /site/ /characteristic/s. References for the studies discussed are given in two pages of footnotes.

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00583**

Metropolitan Toronto School Board

**-- The Report of the Joint Study Committee on the Air Conditioning of Schools.**

-- Toronto : /Metropolitan Toronto School/ Board, 1974. -- 61 p.

## SUBJECT

/AIR CONDITIONING/. /School/s
/Cost/ /effectiveness/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To investigate the merit of providing, within /ceiling cost formula/, air conditioning (AC) in schools, particularly those with /open plan/s; to study the cost benefit effect of designing schools with air cooling systems.

*Methodology:*
Joint committee formed of academic and technical personnel from Ontario Ministry of Education, Metropolitan Toronto School Board, and Area Boards. Committee investigated: (a) effect of AC on /health/ and /learning/ ability of /teacher/s and /student/s; (b) capital cost for new schools; (c) cost of operating and maintaining systems of different types. Schools in Etobicoke, Hamilton, London, Ottawa, Simcoe County, and Windsor visited. A professional engineer retained to determine cost benefits of various systems.

*Findings:*
1. Unanimous opinion that flexible open plan elementary schools should have AC.
2. Effect of AC on performance of teachers and students difficult to determine on a scientific or statistical basis, but AC improves learning /environment/ in all schools.
3. No indication that /summer/ use was either extensive or frequent enough to justify AC.
4. Average mean temperature in Ontario supports need for AC.
5. Design of modern school does not provide reliance on natural ventilation.

*Conclusions:*
1. New elementary and intermediate schools should be designed with AC.
2. A median quality should be the basis for design of the AC.
3. Life cycle cost of AC should be a necessary consideration.
4. If AC is provided, a special allowance of $0.945 per square foot should be provided in /Capital Grant Plan/.

*Notes:*
An earlier report, ON00582, 'Air Conditioning and the Thermal Environment,' included in report

Related Records: ON00582

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00584**

Metropolitan Toronto School Board
**-- A Chronological, Annotated Bibliography of the Metropolitan Toronto School Board.**
-- Toronto : /Metropolitan Toronto School/ Board, 1976. -- 111 p.

## SUBJECT

/BOARDS OF EDUCATION/
Metropolitan Toronto School Board -- /Annotated bibliography/s

## ANNOTATION

A 58-item bibliography arranged chronologically in order to show the evolution of the Board from 1953 to the present. Annotations are lengthy if material warrants detailed treatment. Briefs to /Goldenberg Commission/, /Lowes Commission/, and /Robarts Commission/ make up a large part of the bibliography. Contents of the Board's newsletter from 1970-73 are given. As much of the material is from an official point of view, newspaper headlines and editorials are interspersed to provide a balance. Bibliography is comprehensive up to 1974; from 1974-1976 emphasis is on briefs. Index by name and subject is for period up to 1974 only.

Availability: MF - $1.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00585**

Hambleton, Donald Charles; Draffin, Stanley; Petch, Rena
**-- Report on Auxiliary Amplification Equipment for Hearing-Handicapped Students.**
-- Toronto : /Metropolitan Toronto School/ Board, 1976. -- 26 p.

## SUBJECT

/PHONIC EAR/. /Hearing aid/s. /Aurally handicapped/ /student/s. Schools
Effects on /academic achievement/ and /speech/ -- Study regions: /Metropolitan Toronto/

## ABSTRACT

*Type of Study:*
Pilot

*Purpose:*
To evaluate a program providing amplification equipment and extra teacher support for hearing impaired students in regular classrooms.

*Sample:*
20 students in various grades admitted to the program on the basis of 7 criteria. 6 had severe hearing loss, 6 had severe-profound hearing loss. Data collected spring 1976.

*Methodology:*
Students were outfitted with FM-frequency Phonic Ear (PE) units. Itinerant teachers completed 3 student record forms for each student over the three-month project and made /tape/ /recording/s of each student's speech in each month. Speech intelligibility rated by untrained judges. Itinerant teachers also participated in three formal evaluation sessions, giving oral reports on students. Battery of intelligence, achievement and oral-aural functioning tests administered to various subsamples at various times. Tables.

*Findings:*
1. Equipment functioned reliably for most students, most of the time.
2. Students increased scores on ability to ask questions and on class contributions. Scores on vocal interaction with other students declined slightly.
3. Majority of students performed at class average or ahead of the class in subject areas.
4. 7 of 11 students increased /reading/ socres; 9 of 11 increased /mathematics/ scores.
5. 10 students improved in speech intelligibility, 3 students regressed. 3 students who stayed the same had been rated as completely intelligible on first speech sample.
6. Most students improved their reproduction of phonetic elements in isolation and within words.
7. /Teacher/s, students and /parent/s had very positive /attitude/s toward PE unit.
8. The 2 students who rejected the PE were over 18, were profoundly deaf and had long accommodated themselves to using visual clues (/lipreading/) for information.

*Conclusions:*
1. PE was beneficial for most students. Positive gains made in speech reception and reproduction.
2. Consideration must be given to servicing arrangements and repair and replacement responsibility.

*Special Features:*
General characteristics of hearing aids, with notes on FM radio frequency system and the features of the 421 Phonic Ear.

*Tests Included in Document:*
Student Record Form; Phonetic checklist

*Tests Used in Research but not Included in Document:*
/Carrow Language Test/; /Hiskey-Nebraska Test of Learn/ing Aptitude; /Metropolitan Achievement Test/s; /Oral-Aural Functioning Test/

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00586**

**Metropolitan Toronto School Board**
**-- An Annotated Bibliography on Air Conditioning with Particular Reference to Schools.**
**-- Toronto : /Metropolitan Toronto School/ Board, 1974. -- 11 p. ( -- B-4)**

**SUBJECT**

**/AIR CONDITIONING/. Schools**
**/Annotated bibliography/s**

**ANNOTATION**

This 63-item bibliography with brief annotations covers period 1950-1974 with the emphasis on the more recent material. Includes journal articles, monographs, conference material, and theses. ERIC numbers are given for reports in ERIC system. It focusses on: the effect of climate control on the /learning/ /environment/; /effectiveness/ of different systems; considerations in /planning/, selecting, and renovating systems; /cost/ considerations; and safety. Material is organized into 6 sections, and alphabetically by author within sections: surveys (3 items), general (12 items), research (11 items), technical (22 items, including titles of two periodicals in the field), /renovation/ (5 items), additional references (10 items - not annotated and not seen).

Availability: MF - $0.50; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

**PROCESSED REPORT** **ON00587**

Deosaran, Ramesh A.; Gershman, Janis S.

**— An Evaluation of the 1975-76 Chinese-Canadian Bi-Cultural Program.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 40 p. ( -- Report ; 137)

## SUBJECT

/ELEMENTARY SCHOOL/S. /Toronto/

/Ogden P.S./ and /Orde P.S./ /Chinese/ /bilingual/ - /bicultural/ /program/s. /Attitude/s of Chinese speaking parents, /English speaking/ /parent/s, /student/s, and /teacher/s

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
20 students in grade 3 and 21 in grade 4 randomly selected from two schools; 51 students in grade 5 and 46 in grade 6 from the same schools. 20 teachers. Approximately 200 parents; responses received from 167 (85%). Data collected May 1976.

*Methodology:*
Self-made questionnaires administered to students in grades 4-6, teachers, and parents. Group /interview/ conducted with /grade 3/ students. Percentage tables.

*Findings:*

1. Students in grades 4-6 were generally favourable to the program; 47% liked the class a little; 26% a lot; 62% did not experience difficulty understanding the content.
2. 36% of students in grades 4-6 reported never discussing program topics outside the classroom; 54% reported discussing them sometimes.
3. 38% of students in grades 4-6 expressed 'a little' interest in attending a Chinese program the following year; 15% were not interested at all.
4. No great differences were found between responses of grade 3 students and those of students in other grades.
5. While 55% of teachers felt the program helped students become aware of Chinese /culture/ a lot or quite a lot, 65% felt the program helped students a little or very little to understand the differences and similarities between Chinese and Canadian cultures.
6. 25% of teachers were undecided about whether the program should be continued; 45% believed it definitely should.
7. Teachers' suggestions for improving the course included: changing content to emphasize modern Chinese daily life and to include more /Canadian/ /content/; changing methodologies, particularly for younger children, to encourage more participation; structurally integrating the Chinese and regular programs.
8. 70% of parents were satisfied with the program and believed it should continue; parents who responded in Chinese were more favourable to the program than those who responded in English.
9. Parents recommended more emphasis on /reading/, /writing/, and speaking Chinese.
10. Topic of Chinese Festivals was ranked first by teachers and second by parents and students as an aid to understanding Chinese culture.

*Tests Included in Document:*
Self-made questionnaires for students, teachers, and parents.

ISBN 0-88881-136-5

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00588**

Dilling, Harold John; Wideman, Marilyn E.; Sprumont, Barbara L.

**-- Parent Volunteers in Scarborough Schools.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- 39 p.

## SUBJECT

/PARENT/S. /Volunteer/ /teacher aide/s. /Elementary school/s. /Scarborough/
/Attitude/s of /principal/s
/Training/ and /utilization/

## ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To document the involvement of parent volunteers in terms of tasks, time, training, and contributions to the program as perceived by principals.

*Sample:*
71 junior public schools (JPS), 32 K-grade 8 public schools (PS), and 16 senior public schools (SPS). Responses received from 69 JPS (97.2%), 30 PS (93.8%), and 15 SPS (93.8%). Data collected May 1976.

*Methodology:*
Self-made questionnaire distributed to principals. Averages and percentages computed and tabulated.

*Findings:*
1. Per school averages for numbers of volunteers (V) and hours worked (H) at clinical tasks in /school libraries/ were: 5.7 V for 12.8 H at JPS; 4.6 V for 11.2 H at PS; and 1.8 V for 4.5 H at SPS. Averages for working with students in libraries were: 3.4 V for 6.1 H at JPS; 2.1 V for 4.6 H at PS; none in SPS.
2. Averages for in class /activities/ were: preparing /material/s - 4.5 V for 7.2 H at JPS, 1.6 V for 2.5 H at PS, and .3 V for 1.0 H at SPS; marking seatwork - 3.2 V for 3.3 H at JPS, .6 V for .7 H at PS, .8 V for 2.0 H at SPS; working with students - 7.6 V for 12.7 H at JPS, 4.4 V for 9.8 H at PS, .5 V for 1.1 H at SPS.
3. Averages for /withdrawal/ /program/s were: /enrichment/ - .4 V for .7 H at JPS and .9 V for 1.7 H at PS; remedial - 1.2 V for 2.8 H at JPS and 1.4 V for 3.5 H at PS. No volunteers used in withdrawal programs at SPS.
4. Minimal use of volunteers in other /regular/ program or /supervisory method/s
5. Percentages of schools using volunteers irregularly for various activities were: 98.5% of JPS, 100% of PS, and 60% of SPS on excursions; 69.1% of JPS, 83.3% of PS, and 26.7% of SPS for special interest clubs and activities; 66.2% of JPS, 56.7% of PS, and 53.3% of SPS for athletics programs.
6. Percentages of schools providing volunteer assistance and training were: printed guidelines - 19.1% of JPS, 16.7% of PS, and 20% of SPS; training programs - 25% of JPS, 30% of PS, and 13.3% of SPS; parent-teacher organizations - 54.4% of JPS, 50% of PS, and 6.7% of SPS.
7. Principals' mean ratings of volunteer contributions (on 5-point scale where 1 = high) were: 2.48 JPS; 2.72 PS; and 3.83 SPS.
8. Principals' positive comments outnumbered negative comments.

*Special Features:*
1. /Bibliography/ -- 14 items
2. /Literature review/
3. /Ontario Teachers' Federation/ policy statement on volunteers

*Tests Included in Document:*
Self-made /questionnaire/

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00589**

Price, H.; Dilling, Harold John

**-- Evaluation of Alternative Scarborough Education (1) : Phase 1.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1975. -- 75 p.

## SUBJECT

/ALTERNATIVE/ /SCHOOL/S. /Secondary school/s. /Scarborough/
Alternative Scarborough Education. /Attitude/s of /parent/s, /student/s, and /teacher/s

## ABSTRACT

*Type of Study:*

Comparative

*Purpose:*

To determine whether Alternative Scarborough Education, Phase 1 (/ASE/ (1)) provides opportunities for /learning/ different from those available in collegiates and whether students take advantage of the opportunities.

*Sample:*

Part I: 36 ASE (1) students; 129 randomly selected students in grades 10-12 in 16 collegiate institutes (CI); 44 applicants to ASE (1). Part II: 35 ASE (1) students; 15 students in each of 4 CIs. Part III: 2 ASE (1) teachers; 1 vice-principal at each of the same 4 CIs. Part IV: 22 ASE (1) students; 19 parents of ASE (1) students. Data collected spring 1975.

*Methodology:*

Self-made attitude questionnaire administered to Part I sample. Parts II and III samples interviewed. Student-made questionnaire administered to Part IV sample. Other data collected by /participant/ /observation/ by the author. Percentage and frequency tables.

*Findings:*

1. 62% of students at 4 CIs reported subjects were taught primarily by lecture with little /independent study/ for /credit/.
2. Evaluation in CIs primarily by /examination/ and some term work; in ASE (1) by research essays.
3. 66% of CI students used outside information sources for credit work, with /libraries/ the main source. 83% of ASE (1) students used various nonlibrary sources.
4. 86% of ASE (1) students believed it was more difficult to earn a credit at the school than at CIs.
5. Although self-/motivation/ was a major problem for many ASE (1) students, 196 of 215 credits contracted for were completed.
6. Most ASE (1) students believed /interaction/ with students and teachers was closer, more open, and honest than at CIs.
7. Parents were overwhelmingly positive, but expressed some concern about lack of /guidance/. Teachers and students at ASE(1) expressed similar concern.
8. Attitudes toward school of the ASE (1) students were significantly more positive than those of the C1 students. Applicants were more negative.

*Conclusions:*

1. ASE (1) offers a program unavailable to CI students.
2. Students have not abused /freedom/ and have attained a greater degree of /satisfaction/ with school.

*Special Features:*

1. /Bibliography/ -- 37 items
2. Survey of literature on alternative school /evaluation/
3. Proposed evaluation procedures for Phase II

*Tests Included in Document:*

Self-made /questionnaire/s and /interview/ schedules for students, teachers, and administrators; student-made questionnaire for students and parents

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00590**

Wideman, Marilyn E.; Dilling, Harold John

-- **Parental Opinion About Present Reporting Practices.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- 73 p.

### SUBJECT

/ACHIEVEMENT/. /Student/s. /Elementary school/s. /Scarborough/
/Report/s. /Attitude/s of /parent/s

### ABSTRACT

*Type of Study:*
Descriptive

*Purpose:*
To determine parents' beliefs about what kinds of information should be reported and parents' attitudes toward various reporting procedures.

*Sample:*
1,135 parents of students in junior kindergarten, senior kindergarten and grades 1-8, randomly selected from school index of students names. Responses received from 824 (73%). Data collected 1975.

*Methodology:*
Self-made questionnaire administered to parents. Tables of percentages and means.

*Findings:*

1. 50% were very satisfied with 'personal interview and report form' (RF) method; 35% satisfied to some extent; 1.5% very dissatisfied.
2. Senior kindergarten parents were slightly more satisfied with and supportive of present procedures than other parents.
3. More than 60% agreed completely to effectiveness of /interview/ in providing a helpful general picture of student's progress and suggestions for improvement.
4. Most parents favoured 2 or 3 interviews per year but believed number should be flexible.
5. 95% would not prefer interviews only and no written report.
6. 70% believed RF provided enough information on progress in language and mathematics and on general strengths and weaknesses.
7. Parents were almost equally split on whether enough specific information was provided by RF.
8. One-third found it difficult to compare past and present progress.
9. Two-thirds believed it important to know how their children achieved compared to others in the class.
10. Information categories rated as of 'very high importance' were: general /academic achievement/ (80%); skill development (70%); /study habit/s (67%); /behaviour/ (66%); cooperation (61%); interests and attitudes (55%); how child gets along with others (50%); particular strengths and weaknesses (73%).
11. Evaluative methods rated as of 'high' or 'very high' importance were: mark range (47%); letter marks (35%); numerical /mark/s (51%); /anecdotal report/s (60%).

*Special Features:*
/Bibliography/ -- 8 items

*Tests Included in Document:*
Self-made /questionnaire/ for parents

(GC)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00591**

Hambleton, Donald Charles; Wright, Erica; Doolittle, Gins; Burbidge, Scott
-- **A Survey of Outdoor Education in Metropolitan Toronto : Attitudes, Activities and Facilities.**
-- Toronto : /Metropolitan Toronto School/ Board, 1970. -- 308 p. in various pagings.

## SUBJECT

/OUTDOOR EDUCATION/. /Program/s. /Elementary school/s, /intermediate school/s and /secondary school/s. /Metropolitan Toronto/
/Attitude/s of /principal/s and /teacher/s

## ABSTRACT

*Type of Study:*
Descriptive; Discursive

*Sample:*
For survey: 543 principals (P) of elementary, intermediate, and secondary schools in Metro Toronto; 2,529 teachers (TG) randomly selected at 161 Metro schools, selected on geographical and socioeconomic basis; 2,165 teachers (TI) involved in outdoor education (OE) selected by principals at 383 Metro schools. Responses from 429 P (79%); 1,292 TG (51%); and 1,043 TI (48%). For overview of activities, random selection of students, teachers, and administrators (n not given). Data collected 1970.

*Methodology:*
Self-made questionnaires administered to survey samples; response frequencies and percentages tabulated. For overview of OE activities, interviews conducted and photographs of OE activities studied by panel of judges; programs operated by Metro boards described, including residential and day programs, and programs for /inner city/, /perceptually/ /handicapped/, /emotionally disturbed/ and deaf students.

*Findings:*
1. 83% of P, 89% of TI, and 73% of TG rated OE as very worthwhile.
2. 60% of elementary Ps, 30% of intermediate Ps, and 10% of secondary Ps reported more than half their teachers were involved in OE.
3. One third of Ps indicated OE was normal, integrated part of school program.
4. Problems in achieving OE objectives were: arranging and paying for adequate transportation, timetabling (at higher levels); lack of time for /Planning/; teacher in/experience/ and inertia.
5. 25% of TI noted improvement in student /behaviour/ as result of OE; 51% believed OE increased students' /perception/ and /social/ /skill/s; 883% reported students had new interests; 79% felt students had much more positive attitude to nature.
6. Goal setting and advanced planning necessary to prepare and motivate students.

*Conclusions:*
1. OE should be integrated with class learning and should be begun in lower grades and continued to senior levels.
2. OE a unique experience that fosters development of /problem solving/ skills, understanding of natural phenomena, desirable behaviours and attitudes, and moral sense.

*Special Features:*
1. Demographic data for survey sample
2. /Doolittle, Gins/, 'A Report of Student Activities in Outdoor Education,' 69 p.

*Tests Included in Document:*
Self-made /questionnaire/s

*Notes:*
'Outdoor Education Sites within the Metropolitan Toronto Region' by Scott Burbidge is bound with report and also published as a separate. See ON00332 for abstract of this section.

Related Records: ON00332

Availability: MF - $2.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00592

Purbhoo, Mary; Shapson, Stanley M.

**– Alternative Models for Instruction in French.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 22 p. ( -- Report ; 136)

## SUBJECT

/BLYTHWOOD P.S./ /Elementary school/s. /Toronto/
/Curriculum/ subjects: /French/ /language/. /Program/s

## ABSTRACT

*Type of Study:*
Discursive; Descriptive

*Purpose:*
To discuss various programs for teaching French and to describe an /experimental/ French program in a Toronto school.

*Sample:*
20 /kindergarten/ students; 1 /regular/ /class/ /teacher/; 1 French teacher. Data collected 1975.

*Methodology:*
In discussion of various models of French instruction, most attention given to /core/ programs with particular reference to work of Burstall et al (1974). Reference made to early /immersion/ programs in /Montreal/, /Ottawa/, and Toronto. Late immersion, /content/, balanced /bilingual/, and French school models briefly described. Program at Blythwood P.S., a hybrid of core and content models, described. Regular and French teachers collected descriptive data on program, progress in French and English and extent of /verbal/ participation. Regular teacher completed Teachers' Rating Questionnaire (TRQ). Other data collected by /observation/. Performance assessed from progress reports and correlated with other ratings. Correlation coefficients tabulated.

*Findings:*
1. Over three-quarters of student /interaction/ with French teacher occurred during student involvement in individual tasks other than play.
2. Most students approached French teacher spontaneously initiating conversation in French and mixing French and English in conversation.
3. Regular teacher reported occasional student interaction in French.
4. TRQ sections on general concepts and general /maturity/ correlated positively with French proficiency, but not highly.
5. TRQ section of verbal fluency and /creativity/ correlated highly with French progress.

*Special Features:*
/Bibliography/ -- 15 items

*Tests Used in Research but not Included in Document:*
/Teachers' Rating Questionnaire/ (Kindergarten Form)

ISBN 0-88881-135-7

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00593**

Metropolitan Toronto Educational Research Council

**-- Some Characteristics of Your 1961-2 Grade 13 Students.**

-- Toronto : /Metropolitan Toronto Education/al Research Council, 1965. -- 35 p. ( -- /MTERC distributed report/ ; 8)

## SUBJECT

/STUDENT/S. /Grade 13/. /Metropolitan Toronto/

/Academic/ /ability/, /academic achievement/, /individual/ /characteristic/s, /postsecondary/ plans and /socioeconomic/ characteristics

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

3,350 (1,970 /male/, 1,380 /female/) students who enrolled in grade 13 in Metropolitan Toronto during 1961-62 and who had spent their entire school lives in the publicly supported schools within Metropolitan Toronto. Data collected 1963-64.

*Methodology:*

Information from school records included data on: /family/ /size/, /parent/s' /occupation/s, academic aptitude, /age/, /sex/, /progress/ through grades, school transfers, achievement in grades 12 and 13, and immediate destination. Frequency and percentage distributions tabulated.

*Findings:*

1. 86% were born in Canada, 6% in Great Britain, and 6% in Europe.
2. 76% were /Protestant/, 15% /Jewish/, 6% /Roman Catholic/, and 3% /Greek Orthodox/.
3. Only 17% had 3 or more /sibling/s.
4. 65% of the students' /father/s were in the 4 highest occupational categories. 12% were in semi- or unskilled employment. 75% of students had /mother/s who were housewives.
5. On the Scholastic Aptitude Test for Ontario, /verbal/ subtest, 38% had scores in the highest 20% of all Ontario grade 12 students; Metro students' superiority was not as great on /mathematical/ sub/test/s.
6. 6% of females and 22% of males had repeated 1 or more grades; 42% of females and 25% of males had experienced /acceleration/. /Early/ /admission/ was extremely rare.
7. The most common form of acceleration was completing 2 grades in 1 year. Most secondary school accelerates covered 4 grades in 3 years. /Grade repetition/ was less common, but 10% of grade 13 students had repeated grade 12.
8. There was a movement of students, who spent their elementary school years in the central region of Metro, to /suburban/ areas for secondary school.
9. 47% had grade 12 averages of 55-64%; 33% had between 65-74%; 13% had over 75%. 30% earned the 5-option diploma; only 1 in 70 earned a 6-option type. Less than 1% had /diploma/s from /vocational/ /course/s.
10. 58% earned the Ontario Honour Graduation Diploma; 45% could gain admission to Ontario universities; 35% were eligible for university honours courses; 6% were awarded /Ontario Scholarship/s.
11. Over 50% of those who did not get a diploma returned to grade 13. In 1962-63, 41% of the 1961-62 class were in university, 23% were studying at other postsecondary institutions, and 13% were /employed/.

*Tests Used in Research but not Included in Document:*

/Scholastic Aptitude Test/, Ontario edition (SATO); /Canadian Algebra Test/, Ontario edition; /Canadian Test for World Histor/y, Ontario edition; /Canadian Latin Test/, Ontario edition; /Hollingshead and Redlich Inde/x of Social Position

*Notes:*

Originally a private report available only to officials of school boards concerned.

Related Records: ON00461

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00595**

Crawford, Patricia; Matthews, Catherine; Campbell, Patricia

**-- The Impact of Violence on Television on Children : A Review of Literature.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 24 p.

## SUBJECT

/VIOLENCE/. /Program/s. /Television/
Effects on /aggression/ of /children/

## ABSTRACT

*Type of Study:*
Literature review

*Methodology:*
Part I considers definitions of violence and reasons for popularity of violence on television (TV). Studies on effects of TV violence organized under 3 hypotheses: TV violence increases aggression (A); it decreases aggression through catharsis (B); and its effect varies with the individual (C). Survey research of viewing habits in /U.S.A./, /U.K./, and /Canada/ examined; inferences about effects made from findings. Broadcast industry's defense of violent program /content/ examined, along with role of /advertiser/s. /Role/ of /parent/s and /teacher/s in influencing children's media experience outlined. Studies from period 1935-75.

*Findings:*
1. Some researchers suggest the term violence should cover /psychological/ and /political/, as well as /physical/, abuse of /power/.
2. Aggression in defense of symbols as generated and maintained by TV may be comparable to territorial aggression in other animals.
3. Violence has a traditional role in conflict resolution in the U.S.A., the major source of TV programming.
4. Laboratory experimental studies in support of (A) indicated the effect of exposure to aggressive models was a significantly greater increase in personal aggression. Effects were also: long term; not limited to direct imitative behaviour; and not dependent on a real life relationship with the model.
5. Experiments to validate (B) have not been successful, except with adults whose levels of aggression had been raised prior to viewing.
6. Studies in support of (C) indicated that other variables to be considered were the individual's: predisposition to aggressive behaviour; social relationships; /emotional/ /security/; degree of self esteem; perception of reality of the model; and access to alternative sources of information (e.g., adult approval or opprobrium through comments on program content).
7. While a persistent relationship exists between exposure to TV violence and perception of violence as an acceptable, effective means of resolving conflict, the same relationship holds for /family/ /attitude/s to aggression and the social /environment/ of the family.
8. The broadcast industry defends use of violence on grounds of: poor design in negative research studies; necessity to keep viewers; ease of portraying conflict, as opposed to more positive behaviours, in short blocks of time.
9. Advertisers disclaim responsibility or power to influence program content.
10. Parents can influence media effect on children by: controlling the on-off knob; interacting with children when viewing TV; and refusing to buy products advertised on violent programs.
11. Teachers can develop students' critical awareness of the role of media and how they present certain types of information.

*Special Features:*
/Bibliography/ -- 42 items

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00596**

Crawford, Patricia; Rapoport, Max

**-- Results of A Survey of Pupils and Teachers Regarding Television.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 58 p. in various pagings.

## SUBJECT

/TELEVISION/

Effects on /behaviour/ of /elementary school/ /student/s. /Attitude/s of /teacher/s -- Study examples: /kindergarten/, grades 3 and 6

/Utilization/ by elementary school teachers

Viewing by elementary school students. Comparison by /sex/ and /socioeconomic/ /status/ -- Study regions: /North York/ -- Study examples: grade 6

## ABSTRACT

***Type of Study:***

**Descriptive**

***Purpose:***

To provide information on: students' television (TV) viewing habits and preferences; teachers' use of TV; and teachers' opinions on relationship between TV and student behaviour.

***Sample:***

636 students in /grade 6/ at 21 schools selected to represent all areas of the borough and to reflect its socioeconomic composition. 100 teachers in each of kindergarten (K), /grade 3/ and grade 6; responses received from 48 in K, 42 in grade 3 and 51 in grade 6. Data collected 1976.

***Methodology:***

Student results on questionnaire analyzed by sex and socioeconomic status (SES). Teacher responses analyzed by grade. Percentage tables.

***Findings:***

1. Few differences by sex of students.
2. Over two-thirds of students reported TV viewing to be principal after school /activity/. High SES students more likely to engage in a variety of activities.
3. Almost 90% of students watched TV after dinner. Low SES students more likely to watch in morning and during lunch.
4. Approximately 60% reported viewing 3-7.5 hours of TV during school days. High SES students more likely to watch less than 2.5 hours per day; low SES students more likely to watch over 8 hours per day.
5. Main reason for watching TV was entertainment; secondary reason was /boredom/.
6. Approximately 50% reported imitating things seen on TV.
7. Low SES students more likely to report complete /freedom/ of /program/ selection. Approximately 50% overall reported restriction of programs featuring violence, horror, or sex.
8. For total sample, most popular programs were: comedies (49%); police-detective (15%); adventure (14%); sports (6%); family (4%).
9. Over one-third of teachers suggested at least once a month that students watch a specific program.
10. One-third of K teachers and two-thirds in grades 3 and 6 expressed desire to use TV in class more often but experienced problems with reception, /equipment/, student behaviour, and program /scheduling/ and /content/.
11. Majority of teachers perceived an increase in student aggressiveness over past 10 years. 38% in K, 46% in grade 3, and 39% in grade 6 attributed increase primarily to violent TV programs. Increase was manifested in: violent behaviour (e.g., Kung Fu chops); poor sportsmanship; and cruel and threatening language.
12. Other reported negative effects of TV: passive behaviour; lack of imagination; lack of verbal and social skills, constant need for stimulation.
13. Reported positive effects: learning specific skills; and awareness of world events, other cultures, science, and animals.
14. 55% of teachers wanted to influence frequency of viewing and type of program viewed.

***Tests Included in Document:***

Self-made student and teacher /questionnaire/s

Availability: MF - $0.50; HC - available on loan from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00597**

Woodliffe, Helen M.; Somwaru, Jwalla P.

**-- A Summary of Report No. 3 on the Advancement Classes Follow-up Study.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1968. -- 8 p. ( -- Research Dept. studies ; 3)

## SUBJECT

/ADVANCEMENT CLASS/ES. /Special class/es. /Elementary school/s. /Etobicoke/
/Attitude/s of /graduate/s and /parent/s
/Gifted/ /student/s. /Academic achievement/ and /study skill/s
Graduates. Academic achievement in /secondary school/ and /postsecondary/ /academic/ /aspiration/

## ABSTRACT

*Type of Study:*

Longitudinal

*Purpose:*

To determine the effect on students of participation in Advancement Classes (AC).

*Sample:*

203 AC graduates expected to be at postsecondary level; AC graduates in grade 10 and grade 12 (n not given); AC students at elementary level; parents of AC graduates in grade 9; teachers of AC graduates in grade 9 and grade 11. Data collected 1965-67.

*Methodology:*

Self-made opinion questionnaires administered to AC graduates at secondary and postsecondary levels and to parents of AC graduates and students in grades 4, 6, and 9. Teacher ratings collected. Sociometric questionnaire and battery of objective and subjective tests administered to AC students; statistical control established through analysis of covariance.

*Findings:*

1. Most AC graduates enrolled in 4-year programs at university, particularly /mathematics/ and /science/; overwhelming majority praised AC program.
2. Upon entering secondary school, majority of AC students enrolled in /5-year/ program; two- thirds achieved average marks of 75% or more in grade 9.
3. AC graduates at secondary level reported that methodologies and general student /interest/ in /learning/ at secondary schools compared unfavourably with the more open and individually suPportive approaches in AC.
4. Teachers of AC graduates in grade 9 rated students as good or better than other students on each of 18 characteristics; grade 11 teachers reported that majority of AC graduates were viewed favourably by staff and students.
5. Parents of AC graduates in grade 9 made 169 comments favourable to the program, compared with 61 unfavourable.
6. Parents of AC students noted many advantages of program; loneliness was main disadvantage cited.
7. Upon entering the program students suffered some degree of insecurity, but this was overcome by grade 6.
8. Patterns of interrelationships were similar in AC and non-AC classes.
9. Achievements of AC students in mathematics, science, and /social studies/ were greater than those of non-AC students at highly significant level.
10. Achievement in /reading/ and /writing/ showed no significant difference.
11. Differences in /creativity/, /listening/, and study skills, etc., fluctuated between significance and non-significance.
12. The AC program has been responsible for indirect benefits to all classes in the borough.

*Tests Used in Research but not Included in Document:*

Self-made /questionnaire/s; /Sequential Tests of Education/al Progress; /Brown-Carlson Test of Listen/ing Comprehension; /Edgar-Manuel Study Skills/ Test; /Minnesota Test of Creativity/; /Institute of Child Study Secur/ity Test

*Notes:*

Proposal for Advancement Classes Follow-up Study is filed with document at ONTERIS.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00598**

Pullen, Ann; Somwaru, Jwalla P.

**– Braeburn Study : Comparison of Achievement of Groups of Students Classified by: a) Chronological Ages b) Instructional Levels.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Educational Measurement, 1971. -- 22 p. ( -- Research Dept. studies ; 34)

## SUBJECT

/STUDENT/S. /Braeburn P.S./ /Open plan/ /school/s. /Elementary school/s. /Etobicoke/
/Ability/ /grouping/. Effects on /academic achievement/
Academic achievement related to /age/ and /IQ/

## ABSTRACT

*Type of Study:*
Comparative; Longitudinal

*Sample:*
215 students in 1968-69; 138 students in 1969-70; 176 students in 1970-71.

*Methodology:*
Data on students' chronological age, IQ, instructional group level, and performance on Sequential Tests of Educational Progress (STEP) collected. Tables show: raw mean scores on STEP by age and instructional groups for 1968-69, 1969-70, and 1970-71; composition of age and instructional level groups for the same three years; student age, IQ, and achievement on STEP; and instructional groups, IQ, and achievement on STEP.

*Tests Used in Research but not Included in Document:*
/California Test of Mental Matu/rity; /Sequential Tests of Education/al Progress

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00599**

Pullen, Ann; Somwaru, Jwalla P.

**-- Tests of Intelligence for Grades 4 and 7.**

-- Etobicoke : /Etobicoke Board of Education/, Dept. of Research and Evaluation, 1972. -- 32 p. ( -- Research Dept. studies ; 43)

## SUBJECT

/IQ/. /Student/s. /Grade 4/ and /grade 7/

/Standardized test/s : Analysis of Learning Potential, Canadian Lorge-Thorndike Intelligence Tests, and Short Form Test of Academic Aptitude compared with California Test of Mental Maturity -- Study regions: Etobicoke

## ABSTRACT

*Type of Study:*
Methodological

*Purpose:*
To determine appropriate tests of intelligence for use in grade 4 and grade 7 to replace the California Test of Mental Maturity (CTMM).

*Sample:*
3,402 grade 4 students at 62 schools; 3,589 grade 7 students at 20 schools. Data collected 1972.

*Methodology:*
Schools divided into 4 comparable groups with each group receiving one of: Short Form Test of Academic Aptitude; Otis-Lennon Mental Ability Test; Analysis of Learning Potential; Canadian Lorge-Thorndike Intelligence Tests. CTMM and one of the above administered to all students in grade 4 and-or grade 7. Means; standard deviations; distribution curves; item analyses (tables of percentage accuracy); correlation tables.

*Conclusions:*
When test results are considered along with test structure, format, content, /cost/s, and ease of /administration/ it is recommended that: the Short Form Test of Academic Aptitude be used as part of regular testing program; the Otis-Lennon or Lorge-Thorndike be used as alternative measures of intelligence; and the Analysis of Learning Potential be used where IQ scores are not needed or wanted.

*Special Features:*
Detailed descriptions of test batteries

*Tests Used in Research but not Included in Document:*
/California Test of Mental Matu/rity; /Short Form Test of Academic/ Aptitude (Levels 2 and 4); /Otis-Lennon Mental Ability/ Test, Elementary II and Intermediate, Form K; /Canadian Lorge- Thorndike/ Intelligence Tests, Levels B and E, Form I; /Analysis of Learning/ Potential, Elementary and Advanced I, Form A

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00600**

Reich, Carol M.; Hambleton, Donald Charles; Klein, Barbara

**– The Integration of Hearing Impaired Children in Regular Classrooms.**

-- Toronto : /Toronto Board of Education/, 1975. -- 198 p. ( -- Report ; 142) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/MAINSTREAMING/. /Aurally handicapped/ /student/s. /Elementary school/s and /secondary school/s

Effects on /language/, /reading achievement/, /self concept/, /social/ /adjustment/ and /speech/ -- Study regions: /Frontenac County/, /Halton County/, /Kingston/, /London/, and /Metropolitan Toronto/

## ABSTRACT

*Type of Study:*

Comparative; Methodological

*Purpose:*

To compare various /program/s to determine value of integration, to collect empirical evidence on criteria for success of students in various programs.

*Sample:*

195 hearing impaired students in four different areas of Ontario - Metropolitan Toronto, London, Halton County, and Frontenac County (including Kingston). Data collected 1975.

*Methodology:*

Students had hearing loss of 25 db and over, were at least 7 years old, and had no other handicaps. Four programs were: full integration (F1), integration with /itinerant/ help (IH), partial integration (PI) and partial segregation (PS) for the hard of hearing. Teachers completed Bristol Social Adjustment Guide and answered questionnaires on hearing impairment, /classroom/ /management/ techniques, and /attitude/s toward the hearing impaired. Parents interviewed by /telephone/. Evaluation considered students' academic success and social adjustment, and was used to develop criteria for successful integration. Tables.

*Findings:*

1. FI students had higher scores in /reading/, language, and speech intelligibility than those in IH and the latter had higher scores than those in PS and PI programs. Scores decreased with increases in severity of hearing loss.
2. Segregated elementary school students continued to decline in reading. Students in IH programs continued to progress in language and speech intelligibility.
3. At elementary level, FI students had better social adjustment than those in IH. At secondary level, the social adjustment of students in IH, and the self concept of those in FI declined.

*Conclusions:*

1. No overwhelming evidence that integration is harmful to self concept and social adjustment, but sufficient evidence to signal need for caution.
2. Students should only be integrated if they can succeed in that placement. Prime requisite for successful integration is student's ability to comprehend speech.
3. Need for a longitudinal study in which students are selected for integration and subsequently assessed.

*Special Features:*

1. Criteria for successful integration, pp. 92-123
2. /Bibliography/ -- 46 items

*Tests Included in Document:*

Aural-Oral Functioning Test (self-made); /North York Self Concept Invent/ory; /Attitudes Toward the Hearing/ Impaired (modification of /Attitudes Toward Disabled/ Persons); self-made questionnaires

*Tests Used in Research but not Included in Document:*

/Hiskey-Nebraska Test of Learn/ing Aptitude (1966 revision); /California Achievement Test/s; Language Usage, and Structure and Reading Comprehension; /Bristol Social Adjustment/ Guide

Contracting Institution: Toronto Board of Education

ISBN 0-88881-141-1

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00601**

Breheut, Willard; Gill, Mohindra P.; Kohly, Gurpyari; Gray, Alexander

**-- Ontario Elementary School Teachers' Evaluation of Their Teacher Preparation Programmes.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 85 p. ( -- OISE project ; 5523-50) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Elementary school/s. /Ontario/
Education. /Attitude/s of teachers

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Selection (n = 394) of 1972 and 1973 /graduate/s of each /teacher education/ institution in Ontario, who were teaching in elementary schools in Ontario during 1974. Data collected 1974- 75.

*Methodology:*
Literature pertaining to teacher education and /certification/, published from 1963-1973, reviewed. Self-made questionnaire mailed to two samples of 565 teachers each; 394 (35%) responded. Replies provided information about: academic background; teacher preparation program and certificate received; present teaching position and professional growth; degree of /satisfaction/ with the program; and suggestions for program improvement. Data classified by institution attended and certificate obtained. Tables.

*Findings:*
1. More than two-thirds of the teachers had a /university/ degree, one-quarter had no /postsecondary/ degree.
2. 88.3% were satisfied or very satisfied in their present teaching position. Those qualified to teach at the elementary level were more satisfied than those qualified to teach at both elementary and secondary levels.
3. 56.8% of the teachers rated their teacher preparation program as less than adequate, or poor; only 6.4% considered their program to be excellent, or more than adequate.
4. Suggestions regarding courses to be added to or expanded within present programs emphasized methods of teaching basic subjects, and practice teaching.
5. In general, teachers expressed greater satisfaction with courses offered in Psychology in Education and in Curriculum Methods than with those in other areas of study.
6. Outstanding weaknesses of the programs most frequently listed were the Foundations courses, and the 'outdated, unqualified and disinterested staff'. It was suggested that faculty members return to the schools for extended periods every three or four years.

*Conclusions:*
The teacher education programs offered at teachers colleges and universities in Ontario in the early 1970s have not met the expectations of those enrolled.

*Special Features:*
Professional Books Found Most Helpful in Teaching (Classified)

*Tests Included in Document:*
Self-made teacher /questionnaire/

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00602**

Desjarlais, Lionel; Lazar, Avrim

**– A Study to Determine the Degree of Relationship Between Linguistic Concepts and Structures in Français and Stages of Psychological Readiness of Students at the Junior and Intermediate Levels.**

-- Ottawa : /University of Ottawa/, Faculty of Education, 1975. -- x, 297 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/GRAMMAR/. /French/ /language/. /Curriculum/ subjects. French language /school/s. /Elementary school/s
  /Teaching/ related to /cognitive/ /development/ of /French speaking/ /student/s
  /Test/s: Test de Comprehension de Structures Linguistiques
/LINGUISTICS/
  Generative-transformational, structural and traditional linguistics

## ABSTRACT

*Type of Study:*

Descriptive; Methodological; Literature review

*Sample:*

Instrument pilot-test: 386 students in 3 classes in each of grades 4-8 in the Ottawa area. Empirical portion: 5,961 students in 232 grades 4-8 classes in 131 French language schools in 13 school districts; 232 teachers. Data collected spring 1975.

*Methodology:*

Report describes and evaluates traditional, structural, and generative-transformational schools of linguistics, and surveys literature on language development, relationships between cognitive readiness and grammatical mastery, and the acquisition of grammatical knowledge. Construction and validation of Test de Compréhension de Structures Linguistiques (TCSL), designed to assess students' knowledge of concepts in grammar, is described. For empirical portion, questionnaire querying course of study and the time devoted to grammar administered to teachers; TCSL administered to students. Item analysis; concept and task averages; means; standard deviations. Tables.

*Findings:*

1. Mean times, in minutes, spent on formal grammar were: grade 4, 148; grade 5, 139; grade 6, 163; grade 7, 175; grade 8, 156.
2. 21 of 27 concepts had been introduced in more than 90% of classes by grade 8; all concepts, except 'adverbe' and 'conjonction' had been introduced to more than 75% of classes by grade 8.
3. Conceptual development was gradual, not discontinuous or dramatic.
4. Competence in applying labels to classification concepts was present in junior grades; readiness to understand grammar emerged at intermediate levels.

*Conclusions:*

1. Instruction can increase language capacity by building on structures mastered intuitively prior to school.
2. Instruction at junior levels should, through examples, rather than definitions, concentrate on labelling previously acquired structures. Teaching grammar as a system should be deferred until /intermediate grade/s.
3. Grammar concepts should be redefined.
4. A validation study should be undertaken for the revised TCSL; studies should be undertaken to determine the extent to which instruction is building on intuitively acquired grammar.

*Special Features:*

1. /Bibliography/ -- 120 items
2. Hierarchy of Grammar Concepts
3. Use of TCSL as a norm referenced test

*Tests Included in Document:*

Self-made /questionnaire/; /Test de Compréhension de Struc/tures Linguistiques

*Notes:*

Report also issued in French

Contracting Institution: University of Ottawa

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto; HC - French version for sale for $5.00 from the Ontario Government Bookstore and from University of Ottawa Press, 65 Hastey Ave., Ottawa, Ontario

**RAPPORT FINAL (MINISTÈRE)** **ON00602**

Desjarlais, Lionel; Lazar, Avrim

**– Étude visant à déterminer le degré de relation entre les concepts et les structures linguistiques en français et les stades de préparation psychologiques des élèves aux niveaux de la 4e à la 8e année.**

-- Ottawa : /Université d'Ottawa/, Faculté d'Éducation, 1975. -- 290 p. (Ministère de l'Éducation de l'Ontario. Recherche sous contrat).

## SOMMAIRE

*Genre d'étude :*

Descriptive

*Échantillon :*

Pour chacune des années du cours élémentaire, de la 4e à la 8e, on tira un échantillon au hasard d'une population comprenant toutes les classes de treize écoles franco-ontariennes. Nombre final dans l'échantillon: 232 classes de 5,961 étudiants. Les données de l'étude furent recueillies vers la fin de l'année scolaire 1975.

*Méthodologie :*

Un test de préparation psychologique fut préparé et validé. Les étudiants subirent cette épreuve, nommée Test de Compréhension de Structures Linguistiques (TCSL), et les résultats furent soumis à l'analyse statistique. Tableaux, graphiques avec scores, moyennes, écarts- types, et les différences significatives furent comparées pour tous les concepts étudiés. Les classes qui, selon un questionnaire rempli par les professeurs, n'avaient pas étudié les problèmes de grammaire sur lesquels portait l'étude furent omises pour le calcul des résultats.

*Résultats :*

1. Le niveau de compétence des étudiants se montra conforme a celui atteint par d'autres étudiants dans ce genre d'étude.
2. Selon les graphiques l'accroissement du développement conceptuel fut graduel plutôt que discontinu.
3. De la 4e à la 6e année les étudiants furent capables d'identifier un grand nombre de concepts grammaticaux mais la compréhension théorique de ces mêmes concepts ne devint pas évidente avant la 7e ou la 8e année.

*Conclusions:*

1. La connaissance intuitive des structures de la langue, présente même avant l'entrée à l'école, peut être augmentée par l'enseignement de la grammaire à partir de la 4e année scolaire.
2. L'instruction initiale comportera donc l'enseignement d'étiquettes pratiques pour les structures grammaticales déjà acquises à l'aide d'exemples et de non-exemples.
3. L'enseignement de la grammaire comme système de symboles intimement reliés doit attendre la 7e ou la 8e année scolaire.

*Particularités :*

1. Revue de la littérature
2. Bibliographie

*Instruments de recherche inclus dans le document :*

Test de Compréhension de Structures Linguistiques; autre questionnaire propre à l'étude

*Notes:*

Ce rapport existe aussi en traduction anglaise.

Organisme chargé de la recherche : Université d'Ottawa

On peut se procurer le document : MF - $2.00; l'exemplaire relié - $5.00 à la Librairie du gouvernement de l'Ontario et aux Éditions de l'Universiteé d'Ottawa, Rue Hastey, Numéro 65, Ottawa, Ontario

FINAL REPORT (MINISTRY) **ON00603**

Watson, Greer

**-- Recent Trends in Ontario Elementary School Enrollments and Survival Rates and Evaluation of the 1974 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 403 p. (-- /Projections of enrollment/ and teacher supply ; 12) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s. /Ontario/
 /Enrolment/ and /dropout/ rate -- Tabulations by county
STUDENTS. Elementary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/ and /Windsor/
 Enrolment and dropout rate

## ANNOTATION

Elementary school enrolment trends are described and the 1974 projections evaluated. Enrolment figures and retention rates for 1967-1974 are presented by grade for each county or district, and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on elementary enrolment: ON00604, ON00607, ON00608. Overall reports ON00162 and ON00611 list reports on teacher projections and secondary projections.

Related Records: ON00604; ON00607; ON00608; ON00611; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00604**

Watson, Greer

**-- Recent Trends in Ontario Elementary School Enrollments by Age and Evaluation of the 1974 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 336 p. (-- /Projections of enrollment/ and teacher supply ; 13) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Elementary school/s. /Ontario/
  /Enrolment/ and /dropout/ rate related to /age/ -- Tabulations by county

ANNOTATION

Elementary school enrolment trends and survival rates are discussed by age, and the 1974 projections evaluated. Statistics for 1969-1974 are presented by age for each county or district. Tables.

***Notes:***

Related reports on elementary enrolment: ON00603, ON00607, ON00608. Overall reports ON00283, ON00611 list reports on teacher projections and secondary projections.

Related Records: ON00162; ON00603; ON00607; ON00608; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00605**

Watson, Greer

**-- Recent Trends in Ontario Secondary School Enrollments and Survival Rates by Age and Evaluation of the 1974 Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 129 p. (-- /Projections of enrollment/ and teacher supply ; 14) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Environment/ and /dropout/ rate related to /age/

ANNOTATION

Secondary school enrolment trends and survival rates are discussed by age, and the 1974 projections evaluated. Statistics for 1969-1974 are presented by age for each county or district. Tables.

*Notes:*

Related reports on secondary enrolment: ON00606, ON00609, ON00610. Overall reports ON00162 and ON00611 list reports on teacher projections and elementary projections.

Related Records: ON00162; ON00606; ON00609; ON00610; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00606
Watson, Greer
**-- Recent Trends in Ontario Secondary School Enrollments and Survival Rates and Evaluation of the 1974 Projection.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 159 p. ( -- /Projections of enrollment/ and teacher supply ; 15) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Enrolment/ and /dropout/ rate -- Tabulations by county
STUDENTS. Secondary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/ and /Windsor/
Enrolment and dropout rate

ANNOTATION

Secondary school enrolment trends and survival rates are discussed, and the 1974 projections evaluated. Statistics for 1961-1974 are presented by grade for each county or district, and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*
Related reports on secondary enrolment: ON00605, ON00609, ON00610. Overall reports ON00162, and ON00611 list reports on teacher projections and secondary projections.

Related Records: ON00162; ON00605; ON00609; ON00610; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MFnot available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00607

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Ontario Elementary School Enrollment Projections by Grade, Estimates 1 and 2.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 275 p. in 2 v. (-- /Projections of enrollment/ and teacher supply ; 16) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s. /Ontario/
  /Enrolment/ related to /grade level/s. /Projection/s -- Tabulations by county
STUDENTS. Elementary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/ and /Windsor/
  Enrolment related to grade levels

## ANNOTATION

Estimate 1 presents elementary school enrolment projections for 1975-1979 by grade for each county or district, and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Estimate 2 gives projections for 1975-1986 by grade for each county or district. Tables.

*Notes:*

Related reports on elementary enrolment: ON00603, ON00604, ON00608. Overall reports ON00611and ON00162 list reports on teacher projections and secondary projections.

Related Records: ON00603; ON00604; ON00608; ON00611; ON00162

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00[illegible]08**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Ontario Elementary School Enrollment Projections by Age, Estimate 3.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 124 p. (-- /Projections of enrollment/ and teacher supply ; 17) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s. /Ontario/
  /Enrolment/ related to /age/ -- Tabulations by county

## ANNOTATION

Elementary school enrolment projections for 1975-1986 are presented by age for each county or district. Tables.

***Notes:***
Related reports on elementary enrolment: ON00604, ON00607, ON00608. Overall reports ON00162 and ON00611 list reports on teacher projections and secondary projections.

Related Records: ON00162; ON00603; ON00604; ON00607; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00609**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Ontario Secondary School Enrollment Projections by Grade, Estimate 1.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 53 p. (-- /Projections of enrollment/ and teacher supply ; 18) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Enrolment/. /Projection/s -- Tabulations by county
STUDENTS. Secondary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/ and /Windsor/
Enrolment. Projections

ANNOTATION

Secondary school enrolment projections for 1975-1987 are presented by grade for each county or district; projections for 1975-1982 are given for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

*Notes:*

Related reports on secondary enrolment: ON00605, ON00606, ON00610. Overall reports ON00162 and ON00611 list reports on teacher projections and elementary projections.

Related Records: ON00162; ON00605; ON00606; ON00610; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00610

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Ontario Secondary School Enrollment Projections by Age, Estimate 2.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 43 p. (-- /Projections of enrollment/ and teacher supply ; 19) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Enrolment/. /Projection/s -- Tabulations by county

## ANNOTATION

Secondary school enrolment projections for 1975-1986 are presented by age for each county or district. Tables.

*Notes:*

Related reports on condary enrolment: ON00605, ON00606, ON00609. Overall reports on ON00162 and ON00611 list reports on teacher projections and elementary projections.

Related Records: ON00162; ON00605; ON00606; ON00609; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00611**

**Watson, Cicely**

**-- Report of the All-Ontario Enrollment Projection (July 1975).**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 69 p. (-- /Projections of enrollment/ and teacher supply ; 20) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s. /Ontario/
/Enrolment/ and /dropout/ rates -- Tabulations by /age/, /grade level/s, /public school/s and /separate school/s

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
Public and separate elementary and secondary schools in Ontario. Data collected 1974-75.

*Methodology:*
Overall summary of a series of reports that contain sets of projected enrolment figures by age and grade level for schools in Ontario from 1975-1986, describe enrolment trends and survival rates, and evaluate the 1974 estimates. Total projections for the province from 1975-1986 are given by age, by grade, and for public and separate school systems. Errors in the 1974 estimates analyzed and tabulated. Tables.

*Conclusions:*
1. On the whole, the elementary and the secondary school projections of Estimate 1 are accurate enough to be used for policy decisions at the provincial level; the individual local projections of the same estimate are, in most cases, sufficiently accurate to be used as benchmarks relating provincial interest to local interest.
2. Some conditions which need detailed investigation are: the system preferences of Roman Catholic parents, the /transition/ practices of local systems in the move from /grade 8/ to /grade 9/, and the upper school flow which has been affecting the accuracy, in particular, of the /grade 12/ figures.

*Special Features:*
County Notes on the Distribution of /Grade 1/ Enrollment Between the Public and the Separate School Systems, pp. 20-30

*Notes:*
1. Related reports on elementary school enrolments: ON00603, ON00604, ON00607, ON00608.
2. Related reports on secondary school enrolments: ON00605, ON00606, ON00609, ON00610.
3. Teacher projections, ON00155, ON00612.
4. Earlier overall report ON00162 lists other earlier related reports.

Related Records: ON00155; ON00162; ON00603; ON00604; ON00605; ON00606; ON00607; ON00608; ON00609; ON00610; ON00612

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00612**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

**-- Revision of the Elementary and Secondary School Teacher Supply-Demand Projection.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 64 p. (-- /Projections of enrollment/ and teacher supply ; 21) (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s. /Ontario/
/Supply/ and /demand/ related to /student-teacher/ /ratio/. /Projection/s

## ANNOTATION

Revision of the Ontario elementary teacher supply-demand projection is based on the September 1974 actual /student/ /enrolment/ and the 1974 actual provincial student-teacher ratio of 24.8. Issues discussed are: demand for teachers, teacher /withdrawal/s and reasons for withdrawing, teacher supply and sources. Estimated demand for teachers under various student-teacher ratios is presented for 1975-1979. Actual (1964-1974) and projected (1975-1979) teacher withdrawals and acquisitions are tabulated; also enrolment in /teacher education/ institutions for 1959- 1975. Tables. Graphs.

Estimates of the size of the Ontario secondary teacher force for 1975-1986 are given, based on the summer 1975 student enrolment projections, and using a variety of student-teacher ratios. Actual student enrolment, number of teachers, and student-teacher ratios for 1958-1974 are presented; also projections for 1975-1986 based on the 1974 student-teacher ratio of 17.2. Enrolment numbers in teacher education institutions for 1960-1974 are given. Issues discussed are: changing student-teacher ratios, teachers' use of /collective bargaining/ at the provincial level, teacher demand and supply, withdrawals, new hirings and sources of supply. Tables. Graphs.

*Notes:*
Earlier teacher projection ON00155. Overall reports ON00162 and ON00611 list reports on elementary and secondary school enrolment projections.

Related Records: ON00155; ON00162; ON00611

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00613**

**Paillet, Jean-Pierre; Morris, L. Robert**

**– A Computer-Based Language Recoder for Education of the Sensory Handicapped.**

-- Ottawa : /Carleton University/, Dept. of Linguistics, 1975. -- 118 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

**/SPEECH/**

Conversion to /written language/. Applications of /computer/s -- For /aurally handicapped/ /student/s

**WRITTEN LANGUAGE**

Conversion to speech. Applications of computers -- For /blind/ students

## ABSTRACT

*Type of Study:*

Descriptive

*Purpose:*

To develop further programs, for use with existing computer hardware, capable of transforming speech to graphics for feedback to the deaf and hard of hearing and of transforming character strings to speech for feedback to the blind.

*Methodology:*

Speech spectogram software developed for the PDP-15 system was transferred to the faster and more economical PDP-11, allowing soft-copy voiceprint production in real-time.

To calculate pitch, a real-time error waveform extractor was developed using analog adaptive prediction of the speech waveform. An automated software production technique was developed, allowing the real-time processing power of existing computers to be increased by trading memory size for speed. An algorithm combining fixed-point and floating-point arithmetic modes was devised to increase the processing speed of animations displaying the behaviour of physical systems under various conditions.

A multi-user disc access algorithm was written to optimize response time. Work on construction of a multi-user speech synthesizer was continued, with a parallel exploration of using bipolar microprocessors to effect the synthesizer function. A morphological parsing algorithm was developed, along with a program for a morph dictionary organized into an alphabetical tree, with the capability of adding frequently encountered unlisted morphs.

*Conclusions:*

The concept of versatile, infinitely variable functions via programming has been justified economically by progress in semiconductor technology. The systems developed must now be tested and developed in the field.

*Special Features:*

1. /Bibliography/ -- 7 items
2. Articles and Speech Research Group Monographs on the systems developed in the project

**Related Records:** ON00078

Contracting Institution: Carleton University

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00614**

Ellis, Dormer

**-- A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 71 p. in various pagings ( -- OISE project ; 5037-70) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. French language /school/s. /Ontario/
  /Academic achievement/ of /French speaking/ /student/s
STUDENTS. French language schools. Secondary schools. Ontario
  Academic achievement, /educational/ /experience/, /first language/ and /socioeconomic/ /characteristic/s
  Academic /aspiration/ and /occupation/al aspiration related to /sex/

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

2,000 students who entered /grade 9/ in 15 French language secondary schools (SS) in 1972 (C1); 2,000 grade 9 students in 13 French language SS in 1975 (C2); /grade 5/ students in French language schools in 40 communities; /grade 11/ students in representative sample of 10 SS. Data collected 1972-76.

*Methodology:*

Data on C1 students' credits, average marks and /employment/ status were collected from schools and family sources. /Background/ and /career/ aspiration questionnaire administered to C1 students in 1972 was administered to C2 students. Tests de rendement en français were administered to grades 5 and 11 students. Test designed for Secondaire III and administered to subsample of grade 11 students; score pairs for 714 students present at both administrations were analyzed. Chi-squares; frequencies and means calculated. Graphs; tables.

*Findings:*

1. On readministration of grade 9 test, grade 11 subsample showed an overall improvement slightly accounted for by increases in knowledge of idioms, but not by any increase in knowledge of grammatical terms.
2. C1 and C2 students were similar in terms of sex ratio, /parent/s' education and types of elementary schools.
3. C2 students were more likely to have attended /nursery school/ or /kindergarten/, to have completed elementary school without repeating a grade, to have had higher marks in grade 8 (though aptitude tests showed C2 students to be no more gifted than C1 students), to indicate plans to complete grade 12, grade 13 or postsecondary education and to have higher, though still low, vocational aspirations.
4. Differences in aspirations by sex were as apparent in C2 as in C1 students.
5. While most C1 students were French /Canadian/s, small numbers of C2 students in /Ottawa/ and /Toronto/ had a mother tongue other than French or English.

*Special Features:*

1. Norms for grades 5 and 11 Tests de rendement en français
2. Paper delivered to Canadian Educational Researchers Association
3. Retrait prématuré des étudiants des écoles secondaires de langue française

*Tests Included in Document:*

Self-made /questionnaire/s

*Tests Used in Research but not Included in Document:*

/Tests de rendement/ en français/, 5e et 11e anneés

Related Records: ON00173; ON00174; ON00185

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**FINAL REPORT (MINISTRY)** **ON00615**

Stott, Denis Herbert

**-- Follow-up in School of the /Wellington County/ Cohort (/Early Identification/ of Children Likely to Have Learning Problems).**

-- Guelph : /University of Guelph/, Centre for Educational Disabilities, 1976. -- 48 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/BEHAVIOUR/ /PROBLEM/S. /Student/s. /Kindergarten/
  related to /academic achievement/ in /arithmetic/ and /reading achievement/ in /grade 2/
/SOCIAL/ /ADJUSTMENT/. Students. Grade 2
  related to social adjustment in kindergarten. Comparisons by /housing/ and /sex/

## ABSTRACT

*Type of Study:*

Descriptive; Longitudinal

*Sample:*

1,266 students in kindergarten (K) in 1969 and in grade 2 in 1972; students' mothers; K and grade 2 teachers. Data collected 1969-72.

*Methodology:*

In 3rd month of K, mothers indicated school entry /anxiety/ (SEA) by reporting signs of direct /verbal/ or /physical/ protest and of indirect protest (health, sleep and behavioural problems). Teachers completed a One Minute Teacher Screening Questionnaire (OMTS) indicating social adjustment; SRA Achievement Tests in reading and arithmetic administered in grade 2. Prenatal vulnerability and child morbidity scores computed from previously collected data. Interrelationships tested by chi squares. Analysis by sex and /socioeconomic/ /background/ as measured by housing adequacy. Item analysis of OMTS. Tables; histograms.

*Findings:*

1. About 92% made no verbal or behavioural protest.
2. Most common indicators of anxiety were tempers and irritability. Other indicators with moderate to strong onset ratios were: complaints of tummy or head aches, squinting or nystagmus, listlessness, diarrhea, rashes and hives; sleepwalking and falling out of bed; and regression to babyish speech and behaviour and spitefulness to other children.
3. Students maladjusted in K tended to remain affected in grade 2. Tendency was strongest for hostility and impulsivity and weakest for timidity and lack of confidence.
4. Of students who exhibited SEA, 33% were in 'best adjusted' group in K, 48% were in same group in grade 2.
5. A close, highly significant relationship was apparent between behavioural problems in K and /reading/ and arithmetic /achievement/. Achievement was also almost as closely related to K, as to grade 2 social adjustment. Relationships held for /male/s and /female/s and for students in adequate and inadequate housing.
6. Best adjusted K students had: 51% of the best and 22% of the worst readers; and 51% of the best and 24% of the worst arithmeticians. The 24% of K students who were the worst adjusted had 44% of the worst readers and 41% of the worst arithmeticians.
7. All types of maladjustment on OMTS were predictive of /academic/ /failure/ at a high level of significance.

*Conclusions:*

1. Behaviour problems antedate academic failure.
2. SEA is a poor predictor of future attainment.
3. Prenatal factors apparently exercise slight influence upon grade 2 achievement.
4. OMTS may have value as part of a /screening/ battery in early detection of /learning/ problems.

*Tests Used in Research but not Included in Document:*

/One Minute Teacher Screening/ Form; /Starting School Form/; /SRA Achievement Test/s in Reading and Arithmetic

Contracting Institution: University of Guelph

Availability: MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00616

Rubin, Kenneth M.; Priddle, Ruth E.

**-- The Relationship Between Motor and Cognitive Development in Elementary School-Aged Children.**

-- Waterloo : /University of Waterloo/, Dept. of Psychology, 1976. -- 241 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Elementary school/s
  /Intelligence/. /Culture free test/s related to /culture/ bound /test/s
  /Cognitive/ /development/ related to /motor/ development
  /Psychomotor/ /skill/s compared by /sex/
  Fine psychomotor skills related to gross psychomotor skills

## ABSTRACT

*Type of Study:*
Comparative

*Purpose:*
To develop /norm/s for culture-free (CF) and culture-bound (CB) intelligence measures and for various motor tasks, and to determine the interrelationships within, and correlations between the intelligence and motor measures.

*Sample:*
245 students, 43 in /preschool/, 52 in /grade 1/, 50 in /grade 3/, 50 in /grade 5/ and 50 in /grade 7/. Data collected 1975.

*Methodology:*
16 motor tasks indicated CB motor abilities, CF gross and fine motor abilities and body perception. 2 measures of CF and 1 of CB intelligence administered, as were Piagetian tests of seriation, classification and conservation. Analysis of variance, t test, principal components analysis and Pearson product-moment correlations. Means and standard deviations tabulated.

*Findings:*
1. Performance on CB and CF tests improved with age; performance on Piagetian tests reached ceiling in grade 3.
2. Few relationships between CB and CF intelligence tests were apparent.
3. Grade 5 students performed better than grade 7 students on locomotor skills and abilities measures.
4. /Male/s were better than /female/s on tasks requiring strength; females were better at tasks requiring balance.
5. Consistently over the grades, tests of strength were highly interrelated as were tests of balance.
6. No significant relationships found between motor and intelligence tasks.

*Conclusions:*
1. No evidence to support a link between motor skill and cognitive development.
2. Fine or perceptual motor skills do not relate to performance on gross motor skills.
3. Little evidence for a relationship between body image and other aspects of motor, perceptual or cognitive development.
4. /Physical education/ up to grade 6 should include opportunities to develop strength, ball throwing accuracy, locomotor skills, /flexibility/ and balance using visual and kinaesthetic clues.
5. Grade 7 programs should emphasize gross locomotor activities rather than coordinated skill performance in order to accommodate /maturation/al processes without /psychological/ stress.

*Special Features:*
1. /Bibliography/ -- 101 items
2. /Literature review/

*Tests Included in Document:*
Classification and seriation measures; motor tasks

*Tests Used in Research but not Included in Document:*
/IPAT Culture Fair Intelligence/ Test; /Peabody Picture Vocabulary/ Test, Form B; /Progressive Matrices/

Contracting Institution: University of Waterloo

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block Toronto

**FINAL REPORT (MINISTRY)** **ON00617**

**Jackson, Douglas N.**

**-- Final Report : Development of a Vocational Interest Information System.**

-- London : /University of Western Ontario/, Vocational Interest Research Unit, 1975. -- 18 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/VOCATIONAL/ /INTEREST/S. /Student/s. /Secondary school/s
/Information system/s. Development

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

1,865 students in grades 9-13 (A); 452 secondary school students (B); 610 students in grades 11-13 (C).

*Methodology:*

Jackson Vocational Interest Survey (JVIS) and Strong Vocational Interest Blank (SVIB) were administered to A students. SVIB scored for 22 /male/ and 19 /female/ interest scales. Multiple regression analysis of SVIB and JVIS correlations and of SVIB intercorrelation matrix used to obtain values for each occupational group (OG) corresponding to JVIS scores. The 278 SVIB OG profiles were reduced to 32 clusters by modal profile analysis. Salient scores for OGs obtaining high projections on each cluster were averaged to yield standardized profiles which were validated by comparison with available criterion groups, then stored in computer. Clusters were related to major, minor and unit groups in the Canadian Classification and Dictionary of Occupations (CCDO). JVIS clusters, CCDO and /Student Guidance Information/ System were integrated in tabular form and stored in computer. Programs developed to retrieve individual profiles. To develop an instrument for assessing work related values, 14 dimensions for assessment were drawn from the literature; 60 items were prepared for each scale and were administered to B students; item analysis underway at time of publication. JVIS, Occupational Attitude Inventory and a background questionnaire were administered to C students to determine the interaction of vocational interest and /occupational/ /attitude/s over time; analyses underway at time of publication.

*Special Features:*

1. /Bibliography/ -- 38 items
2. /Literature review/

*Tests Used in Research but not Included in Document:*

/Jackson Vocational Interest/ Survey; /Occupational Attitude Invent/ory; self-made /questionnaire/; /Strong Vocational Interest/ Blank

Related Records: ON00110

Contracting Institution: University of Western Ontario

Availability: MF not available for sale at time of printing - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00618**

Lokan, Janice J.; Halpern, Gerald; Day, J.M.; Brooks, D.

**-- The Effects of Early Childhood Educational Experience on Grade One Performance.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 68 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

## SUBJECT

/STUDENT/S. /Grade 1/

/Attitude/s, /academic achievement/ in /mathematics/ and /reading achievement/. Effects of /junior kindergarten/ and /preschool/ education: /day care/ /program/s and /nursery school/s -- Study regions: /Ottawa/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

1,611 grade 1 students attending Ottawa Board of Education schools during 1974-75. 97% had attended senior kindergarten (SK); 75%, junior kindergarten (JK); 23%, nursery school; and 10%, day care. Data collected 1974-75.

*Methodology:*

Questionnaire sent to all (2,157) /parent/s of the grade 1 students (1,790 responding) to obtain biographical information about the students, and data concerning their preschool educational experiences, home /background/, and parents' level of education. Cognitive tests (measures of achievement in reading and mathematics) and non-cognitive tests (measures of attitudes) were administered to all students at both the beginning and the end of the year, to determine relationships between the nature and extent of preschool experience and grade 1 performance. In order to survey the /objective/s of early childhood education programs in the Ottawa area, a questionnaire was sent to all directors of 31 day care centres and 45 nursery schools, and to junior kindergarten teachers in 55 elementary schools. Tables.

*Findings:*

1. The amount of time spent in preschool programs bore no relationship to the performance of students in grade 1.
2. Significant differences were found on pretests between those students who had attended JK and those who had not; the former had higher scores on mathematics concepts, reading tests, and measures of self worth. Students who had not attended JK gained more in reading, self worth, and respect for authority, during the year.
3. Students who had attended day care centres scored at the same level on pretests as those who had attended nursery schools or JK, and made similar gains on scores during the grade 1 year.

*Special Features:*

1. Literature review, pp. 1-9
2. Supplement: The Origins and Development of Preschool Education Services in England, the United States and Canada
3. /Bibliography/ to Supplement -- 14 items

*Tests Included in Document:*

/QED Programme Parent Quest/ionnaire, /Goals of Early Childhood/ Education

*Notes:*

Proposal title: The Identification of Teaching Processes Associated with Successful Reading Performance in Grade One : An Analysis of Early Predictors of Reading Performance

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PROCESSED REPORT** **ON00619**

Sussman, Susan
**– A Critical Examination of Disciplinary Theories and Practice. Edited by Suzanne Ziegler**
-- Toronto : /York Borough Board/ of Education, 1976. -- 117 p. in various pagings.

## SUBJECT

/CLASS MANAGEMENT/. /Elementary school/'s
Theories and techniques
/Attitude/s of /teacher/s -- Study regions: /York Borough/

## ABSTRACT

*Type of Study:*
Discursive; Literature review; Descriptive

*Sample:*
628 elementary school teachers; responses received from 380 (60%). Data collected 1976.

*Methodology:*
Literature from 1948-1975 is reviewed. Discussed are: classroom applications of /learning/ theory principles of /behaviour modification/ and contingency management; applications of /group/ dynamics principles; Glasser's schools without failures; Adler's theories of /personality/ as applied by Dreikurs; studies of /punishment/ techniques; Kohlberg's stages of /moral/ /reasoning/; the utility of /student/ involvement in /decision making/; and teacher qualities that have been correlated with student behaviour. For teacher survey, included as appendix, self-made questionnaire was distributed to schools. Percentage tables.

*Findings:*
1. Teachers expressed desire for: more /trustee/ support and trustee visibility in schools; more support from principals and parents; and increased services.
2. 54% believed /discipline/ in their school was just about right, 43% believed it was not strict enough, 1% that it was too strict. 47% did not believe that their schools accurately reflected /community/ attitudes on discipline.
3. 91% felt they could not do a good job without control over student /behaviour/. Similar percentages believed their colleagues and principals would agree.
4. 95% felt codes of conduct were best decided at school level.
5. A common response was that 1 /female/ and 2 /male/ students per class required frequent or constant discipling. 44% reported at least one impossible student.
6. 60% found free /choice/ or group /activities/ were the most likely to provoke discipline problems.
7. 95% reported formal class /rule/s, with punishment and rule repetition the most common form of reinforcement.
8. Student involvement in decision making was more common in lower grades, but was restricted to non-work related decisions in almost all cases and levels.
9. 72% reported that their training did not help them deal with current discipline problems; 91% believed teacher colleges should offer more guidance in this area.

*Conclusions:*
The Board should involve teachers in more /inservice/ programs relating to /classroom/ organization and management methods.

*Special Features:*
/Bibliography/ -- 47 items

*Tests Included in Document:*
Self-made /questionnaire/ on classroom organization and management for elementary teachers

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00620**

Usher, Brian R.

**-- Etobicoke Community Involvement Program Evaluation : Evaluation of a Secondary School Program Involving Students in Community and Social Service Activities..**

Toronto : Ontario Ministry of Education, 1977. -- 228 p. (Ministry of Education, Ontario. Contractual Research).

## SUBJECT

/SOCIAL ACTION/. /Program/s. /Secondary school/s. /Etobicoke/
  /Community Involvement Program/. /Evaluation/ by /parent/s, /student/s, /teacher/s and /social/ /agencies/
STUDENTS. Secondary schools. Etobicoke
  /Political/ /attitude/s, /self concept/ and social /development/. Effects of Community Involvement Program

## ABSTRACT

*Type of Study:*
Comparative

*Sample:*
71 /grade 12/ students in the Community Involvement Program (CIP) at 3 schools; 94 grade 12 students (NCIP); 20 social service agencies; 71 parents of CIP students; 3 CIP teachers. Data collected 1974-75.

*Methodology:*
For 3 /credit/s, CIP students spent 10 hours per week in social agencies and had 2 40-minute CIP classes. Battery of tests administered to CIP and NCIP students in fall and spring. Agency and classroom activities monitored. Teachers and agency personnel interviewed; parents and CIP students completed questionnaires. Analyses of variance; means; standard deviations.

*Findings:*
1. No significant differences between CIP and NCIP students' pretest scores on most measures. On the Student Orientation Survey (SOS), CIP students scored higher on involvement scale and also expressed a lower preference for linear /learning/ modes. CIP students perceived themselves to be more /cooperative/, hardworking, ambitious, better liked by teachers and peers, and more competent, methodical, and prompt.
2. Most /class/ /activities/ were teacher initiated; emphasis was on organization rather than /inquiry/ /skill/s training or social committment.
3. Most agencies did not assign students to increasingly complex and responsible positions.
4. Significant differences between CIP and NCIP students' posttest scores on all instruments but the Belief Survey. CIP resulted in students showing: greater knowledge of community issues and agencies; a decrease in social /anxiety/; lower neuroticism scores; higher preferences for specific linear learning modes; greater /interest/ in public speaking and mechanics; a self-perceived increase in self-understanding, self-satisfaction, and /family/ understanding; and a more realistic orientation.
5. Most students enrolled in CIP because of interest and the chance to improve social skills, gain experience, and decide future plans.
6. CIP students, parents, teachers, and agency personnel all observed marked individual student growth.
7. Teachers and students viewed classroom component somewhat negatively.
8. Agency doubts about CIP benefits were dispelled over the year.

*Special Features:*
1. /Bibliography/ -- 43 items
2. /Literature review/
3. Initial and alternative CIP curricula

*Tests Included in Document:*
/Belief Survey/; /Community Issues and Social/ Agencies Test; /Eysenck Personality Inventory/; /Self-Concept Scale/; self-made /questionnaire/s; /Social Avoidance and Distress/ Scale; /Strong-Campbell Interest/ Inventory; /Student Orientation Survey/

Related Records: ON00621; ON00764

Contracting Institution: Etobicoke Board of Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

**PUBLISHED REPORT** **ON00621**

**Brison, David W.**

**– Peterborough Alternative Education Project.**

**-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 166 p. in various pagings. ( -- OISE project ; 5526-50) (Ministry of Education, Ontario. Contractual Research).**

## SUBJECT

**/SOCIAL ACTION/. /Program/s. /Secondary school/s. Ontario**
**/Community Involvement Program/. /Development/ and /implementation/**
**Community Involvement Program. /Evaluation/ by /parent/s, /student/s, /teacher/s and /social/ /agencies/ -- Study regions: /Peterborough/**
**STUDENTS. Secondary schools**
**/Political/ /attitude/s and /self concept/. Effects of Community Involvement Program -- Study regions: Peterborough**

## ABSTRACT

*Type of Study:*
**Descriptive**

*Purpose:*
**To describe the development of several pilot Community Involvement Projects (CIP) and to describe procedures, curriculum and effects of a CIP in Peterborough.**

*Sample:*
**21 CIP students in 1972-1973. 29 CIP students in 1973-74; 24 responding (83%). 29 parents of CIP students; 24 responding (83%). 17 social agencies; 14 responding (82%). 14 teachers at /Thomas A. Stewart S.S./; 14 responding (100%). Data collected 1973-74.**

*Methodology:*
**Pilot CIPs in /Barrie/, /Belleville/, /Etobicoke/, and /York Borough/ are described. For 1973- 74 evaluation, questionnaires were distributed to students, parents, agencies, and teachers. 1972-73 students were interviewed and given a battery of tests. Comparison groups assembled for each measure. Means and variances tabulated.**

*Findings:*
**1. Most 1972-73 CIP students: had chosen the course because it was less /boring/ than others; had been integrated successfully and given responsible duties by agencies, had undertaken more complex and responsible work over the year; felt they had performed a valuable service; had a good understanding of agency objectives and operations; felt they had acquired broad knowledge of community affairs; had their future plans altered by the experience; were unsure of the relevance of the in-school component; viewed evaluation procedures negatively; and believed they had acquired greater /maturity/, knowledge, confidence, /responsibility/, tolerance, and ability to compromise.**
**2. Social agency test means for 1973-74 students were slightly, though not significantly, higher than for 1972-73 students.**
**3. No significant differences between CIP and non CIP students on the community issues test or self concept scale. CIP students had less discrepancy between ideal and perceived self concepts.**
**4. Political attitude scale pretest scores for CIP and non CIP students were not significantly different. Posttest scores were significantly higher for CIP students, and significantly lower for non CIP students.**
**5. Parents reported positive gains in students' maturity and /communication skill/s.**
**6. Agencies were highly satisfied with students and planned continued participation in CIP.**
**7. Teachers with CIP students in their classes were negative or neutral about CIP effects and doubted whether CIP, while valuable, was worth 4 credits.**

*Special Features:*
**1. /Bibliography/ -- 9 items**
**2. CIP Resource File - 58 p.**

*Tests Included in Document:*
**/Community Issues Test/; /Political Attitude Scale/; /Social Agencies Test/; self-made /questionnaire/s**

**Related Records: ON00055; ON00620**

**Contracting Institution: Ontario Institute for Studies in Education**

**Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto**

**PROCESSED REPORT** **ON00622**

Deosaran, Ramesh A.; Wright, Edgar N.; Kane, Thelma
**– The 1975 Every Student Survey : Student's Background and Its Relationship to Program Placement.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 103 p. ( -- Report ; 138) (/Every student study/)

## SUBJECT

/SPECIAL CLASS/ES. /Elementary school/s and /secondary school/s. /Toronto/
  /Placement/ of /student/s related to /birthplace/, /first language/, /sex/ and /socioeconomic/ /status/
SECONDARY SCHOOLS. Toronto
  /5-year/ /program/s. Placement of students related to birthplace, first language, sex and socioeconomic status

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
94,646 students in the Toronto school system; usable responses received from 92,703 (97.9%). Data collected 1975.

*Methodology:*
Revised version of 1970 Every Student Survey questionnaire administered to students. Students divided into 4 categories: /Canadian/ born, /English/ first language (C1); Canadian born, English not first language (C2); foreign born, English first language (C3); and foreign born, English not first language (C4). /Occupation/s of heads of households (HH) categorized. Frequency and percentage tables.

*Findings:*
1. From 1970 to 1975, the proportion of foreign born students increased from 25% to 30%.
2. 66% of students were born in Ontario, 4% in other provinces, 6% in /Portugal/, 3% in /Italy/, 3% in /China/ or /Hong Kong/, and 5% in /Caribbean/ countries.
3. 54% of students learned English as their mother tongue.
4. 54% of students were from homes where HHs were labourers, truck drivers, etc. (occupational category (OC) 2) or bartenders, machinists etc. (OC 3); 13% were from homes where HHs were clergymen, managers, etc. (OC 8) or teachers, physicians, professional engineers, etc. (OC 9).
5. C1 students were much more likely to be in special classes; for all OCs, more /male/s than /female/s were in special classes.
6. The largest proportion of students in level 5 courses were from C2, the smallest proportion from C4.
7. C4 was the only category in which the proportion of males in level 5 courses exceeded the proportion of females.
8. Of foreign born students, those who arrived in Canada below 6 or above 16 years of age were more likely to be enrolled in level 5 courses.
9. Lower OCs contributed significantly more students to /opportunity class/es; proportions steadily decreased moving from OC 2 to OC 9.
10. 17% of students from homes where HH was on welfare or mother's allowance were in special classes.
11. Percentages of students in level 5 courses increased from 50.5% for OC 2 to 90.4% for OC 9.

*Special Features:*
1. /Bibliography/ -- 3 items
2. Separate summaries for Adult Day school and Institutional students
3. Map of school areas

*Tests Included in Document:*
/Every Student Survey/ Questionnaire (1975)

*Tests Used in Research but not Included in Document:*
/Blishen's Socio-Economic Index/

Related Records: ON00623; ON00624; ON00625

ISBN 0-88881-137-3

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Deosaran, Ramesh A.
-- **The 1975 Every Student Survey : Parent's Occupation, Student's Mother Tongue and Immigrant Status.**
-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 25 p. ( -- Report ; 139) (/Every student survey/)

## SUBJECT

/FIRST LANGUAGE/. /Student/s. Schools. /Toronto/
related to /birthplace/ and /socioeconomic/ /status/

## ABSTRACT

*Type of Study:*
Descriptive

*Sample:*
94,646 students in the Toronto school system; usable responses received from 92,703 (97.9%). Data collected 1975.

*Methodology:*
Revised version of Every Student Survey questionnaire was administered to students. Students divided into 4 categories: /Canadian/ born, /English/ first language (C1); Canadian born, English not first language (C2); foreign born, English first language (C3); foreign born, English not first language (C4). /Occupation/s of heads of households categorized according to Blishen's scale of socioeconomic status. Special analysis of 21 languages reported by more than 200 students as their mother tongue or as a language learned at the same time as English. Frequency and percentage tables.

*Findings:*
1. 60% of C4, 57% of C2, 36% of C3 and 26% of C1 students had /parent/s in occupational category (OC) 2, the lowest.
2. 13% of C1, 12% of C3, 3% of C2 and 3% of C4 students had parents in OC 9, the highest OC.
3. 27% of students with English as a first language had /mother/s in OC 2; 72% of students with English as a /second language/ had mothers in OC 2.
4. 52% of C4, 39% of C2, 12% of C1 and 26% of C3 students had mothers in the food industry.
5. C1 students were more likely to come from mother-only homes.
6. C4 students were more likely to report the head of the household as un/employed/.
7. 71% of parents of /Italian speaking/ students and 74% of parents of /Portuguese speaking/ students were in OC 2. Parents of more than 30% of students in the 21 most common language groups, with the exception of /Korean/ and /French/, were in OC 2.
8. The only language groups which had more than 10% of parents in OC 9 were /Hindi/ (15%), /Japanese/ (14%), /Hungarian/ (12%) and French (11%).
9. Only Korean speaking students had a lower percentage of parents in OC 2 (21%) than C1 students.
10. 5 languages (/Yugoslavian/, /Estonian/, /Czechoslovakian/, /Latvian/ and /Finnish/) which were reported by more than 200 students in 1970 failed to meet the criteria in 1975. 6 new languages which satisfied the criteria were: /Serbo-Croatian/, Korean, /Cantonese/, Hindi, /Punjabi/, and /Jamaican/ Patois.

*Conclusions:*
Whether or not students had English as a first language made more difference in terms of parental occupation than place of birth.

*Special Features:*
1. /Bibliography/ -- 4 items
2. Statistical table to facilitate comparisons
3. 1970 Every Student Survey tables

*Tests Used in Research but not Included in Document:*
/Blishen's Socio-economic Index/; Every Student Survey Questionnaire (1975)

Related Records: ON00622; ON00624; ON00625

ISBN 0-88881-138-1

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00624

Deosaran, Ramesh A.

**-- The 1975 Every Student Survey : Program Placement Related to Selected Countries of Birth and Selected Languages.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 51 p. ( -- Report ; 140) (/Every student survey/)

## SUBJECT

/STUDENT/S. Schools. /Toronto/

/Placement/ related to /birthplace/, /first language/, /single parent/ /families/, and /socioeconomic/ /status/

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

94,646 students in the Toronto school system; usable responses 92,703 (97.9%). Data collected 1975.

*Methodology:*

Questionnaire administered. /Parent/s' occupations categorized. /Special education/ /program/s grouped into: Special Class A (SPA), such as /opportunity class/es; Special Class B (SPB), encompassing /health/-related classes, and Special Class C (SPC), including /perceptual/, /behavioural/ and /gifted/ programs. Students divided into 4 categories: /Canadian/-born, /English/ first language (C1); Canadian-born, English not first /language/ (C2); foreign-born, English first language (C3); and foreign-born, English not first language (C4). Special analyses conducted: for students from single parent or no parent homes; for students born in United States (US), /Great Britain/ (GB) and /West Indian/ countries (WI); and for students with 9 different mother tongues. Frequency and percentage tables.

*Findings:*

1. For all student groups, the lower the /occupational/ status of the parent, the more likely was the student to be in SPA and the less likely was the student to be enroled in level 5 courses. Social class differential was least pronounced among C2 students.
2. No patterns of distribution by occupation for SPB or SPC placement.
3. 6% of students from mother-only, 7% from father-only and 9% from neither parent homes were in SPA; 56% from mother-only or father-only homes and 62% from neither parent homes were in level 5 courses. For each group, the percentage was higher if parent or guardian was in a low occupational category (OC).
4. 45% of WI-, 9% of US- and 5% of GB-born students had parents in the lowest OC; 3% of WI-, 36% of US- and 17% of GB-born students had parents in the highest OC. Students from each of the 3 countries were equally likely to be in level 5 courses.
5. For C2 students, /French/, /Italian/, /German/ and /Portuguese/ groups had more than 3% of their students in SPA; for C4 students, Italian, Portuguese and /Greek/ groups had more than 3% in SPA.
6. Of C2 students with parents in the lowest OC, only /Chinese/ and /Ukrainian/ groups had over 80% of students enroled in level 5; of C4 students with parents in the lowest OC, 80% of Chinese, 73% of /Polish/, 70% of Ukrainian, 60% of /Spanish/ and Greek, 41% of Italian and 32% of Portuguese groups were in level 5. Percentages were much higher when parents' OC was disregarded.

*Conclusions:*

Socioeconomic /background/ is a better predictor of special class and secondary school placement than either mother tongue or country of birth.

*Special Features:*

1. /Bibliography/ -- 18 items
2. Comparisons with 1970 Every Student Survey findings

*Tests Used in Research but not Included in Document:*

/Every Student Survey/ Questionnaire, 1975; /Blishen's Socio-Economic Index/

Related Records: ON00625; ON00622; ON00623

ISBN 0-88881-139-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00625**

Gershman, Janis S.

**-- The 1975 Every Student Survey : The Background of Students in Special Education and New Canadian Programs.**

-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 33 p. ( -- Report ; 141) (/Every student survey/)

## SUBJECT

/STUDENT/S. /Special education/ /program/s. Schools. /Toronto/
 /Birthplace/, /families/, /first language/, /sex/, and /socioeconomic/ /status/
STUDENTS WITH /ETHNIC/ /BACKGROUND/. New Canadian programs. Schools. Toronto
 Birthplace, families, first language, sex, and socioeconomic status

## ABSTRACT

*Type of Study:*

Descriptive

*Sample:*

94,646 students in the Toronto school system; usable responses received from 92,703 (97.9%). Subsample of 7,072 students (64% /male/, 36% /female/) enroled in 15 special programs (SP). Data collected 1975.

*Methodology:*

Every Student Survey questionnaire (1975) administered to students; /parent/s' /occupation/s categorized according to Biishen's scale of socioeconomic status. Students were divided into 4 groups: /Canadian/-born, /English/ first language (C1); Canadian-born, English not first /language/ (C2); foreign-born, English first language (C3); foreign-born, English not first language (C4). All special program teachers listed students served and the time devoted to each student per week; special programs were grouped by type. Frequency and percentage tables.

*Findings:*

1. 91% of students in language program (L), 81% in /perceptual/ (P), 73% in Learning Centre (LC), 72% in /behavioural/ (B) and 72% in home instruction (HI) were males. Male overrepresentation approached normal distribution in 7 other SPs; females outnumbered males in /vision/ (V) (67%) and /hospital/ (HSP) (64%) programs.
2. The 10.5% of students whose parents were housewives, un/employed/ or on welfare accounted for 27% of SP primary-junior, 21% of SP senior, 20% of /withdrawal/ (W), 24% of B, 32% of HI, 32% of HSP and 25% of /health/ (HL) enrolment.
3. The 13% of students whose parents were in the highest occupational category accounted for under 4% of SP primary, junior and senior, W and HL programs; they accounted for 16% of P and 40% of LC.
4. The 19% from middle occupational categories accounted for 33% of orthopedic program (OP).
5. CI students, 45% of the student population, were the majority in all SPs except Hard of Hearing-/Deaf/; they accounted for 86% of LC, 79% of HI, 79% of P, 76% of HSP, 71% of OP and 70% of B.
6. The 10% of /Italian speaking/ students were overrepresented in Hearing-Deaf programs (21%), L (16%), OP (14%) and V (11%).
7. The 20% of students from single or no parent homes accounted for 42% of B and 41% of HI.
8. About 40% of SP students were in full-time programs; in part-time programs, over 80% were seen less than 1 hour daily.
9. In the New Canadian Program: males and females were fairly equally represented; 63% had parents in the lowest occupational category; 15% were C2 students; 25% spoke /Portuguese/; 22% were born in Portugal and at least 10% were born in each of Asia, the Caribbean or the Middle East; 85% were living with both parents; over 50% were seen daily for 30 minutes to 1 hour.

*Special Features:*

/Bibliography/ -- 5 items

*Tests Included in Document:*

/Special Program Teachers Form/

*Tests Used in Research but not Included in Document:*

/Every Student Survey/ Questionnaire; /Blishen's Socio-Economic Index/

Related Records: ON00622; ON00623; ON00624

ISBN 0-88881-140-3

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

**PROCESSED REPORT** **ON00626**

Metropolitan Toronto Educational Research Council.
**— Report to the Metropolitan Toronto Educational Research Council.**
— Toronto : /Metropolitan Toronto Education/al Research Council, 1966. -- 9 p.

### SUBJECT

/EDUCATIONAL RESEARCH/. /Metropolitan Toronto/
Organizations: Metropolitan Toronto Educational Research Council. Achievements and goals

### ANNOTATION

The report reviews the establishment of the Ad Hoc Committee formed to consider ways of making more rapid progress toward MTERC's goals, and details the Committee's meetings, reports to MTERC and documents consulted in its investigations. The consolidation of 13 Metropolitan Toronto municipalities into 6, the establishment of a Metropolitan /Toronto Board of Education/ Research Dept., and the emergence of the /Ontario Institute for Studies/ in Education as a major force are outlined as a framework for the committee's deliberations. MTERC achievements are reviewed and recommendations are made for the future.

*Notes:*
Report written by the Ad Hoc Committee on Means of Achieving MTERC Purposes.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto